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ABSTRACT

This report, written as part of Phase II of PROJECT DESIGN, an ESEA Title III project administered by the Fresno City Unified School District, contains an analysis of the factors that must be considered in locating new school sites for the Fresno district as well as the principles and standards related to community planning and school site location. Basic studies for this report are contained in the Phase I report, Urban Physical Factors (this first report is not available from EDRS). The present study makes recommendations for the number and location of school sites for future needs to 1985. A recommendation is also made for the location of the district's Administrative Center and discussion is initiated on the district boundary problems in West Fresno. (Author/DE)

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PROJECT Design

INTERAGENCY PLANNING FOR
URBAN EDUCATIONAL NEEDS

36.

LONG-RANGE SCHOOL SITE LOCATION PLAN

JULY, 1969

A TITLE III ELEMENTARY AND SECONDARY EDUCATIONAL ACT EXEMPLARY PROJECT

ADMINISTERED BY THE FRESNO CITY UNIFIED SCHOOL DISTRICT

FRESNO CITY UNIFIED SCHOOL DISTRICT

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PROJECT DESIGN (Interagency Planning for Urban Educational Needs) was organized as a two year project to develop a comprehensive long-range Master Plan of Education for the Fresno City Unified School District in California. Funded by the United States Office of Education from Title III provisions of the Elementary and Secondary Education Act, its intent was to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The utlimate purpose of the project was to weld into an integrated plan the best use of available resources to meet the totality of current and projected educational needs. Design and application of such a comprehensive urban, interagency, educational planning model was an innovative planning project far exceeding in scope any known prior education master plan.

The first year of the project was organized to assess current and projected needs in the urban area served by the Fresno City Schools with particular reference to certain identified major problems. Development of new interagency planning relationships with major governmental and community groups was an optimum goal.

Second year activity focused upon generating and evaluating practical alternate solutions and designing short-term, intermediate and long-range recommendations in harmony both with the predictable future and with current constraints and limitations.

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

FOREWORD

One dimension of the original charge given to the project was the preparation of a plan for acquisition of future school sites.

A significant factor in the dynamic situation of operating a school system while developing a long-range master plan was the proposal, passage and implementation of a massive school construction program. Included in this program was the acquisition of additional school sites for immediate construction purposes to augment the rehabilitation and building replacement projects on existing sites. In essence, this 27.5 million dollar construction program followed a long-range school facilities plan developed several years ago in cooperation with the city and county planning staffs, planning commissions, and their governing bodies.

In light of this significant intervening variable, the original charge had to be redefined. It was therefore determined that the new construction, including site acquisition, would constitute an obviously new base. It was still desirable to project a future site acquisition plan to meet population growth and population shift beyond this base.

Harold Tokmakian, Professor and Chairman of the Department of Urban and Regional Planning at Fresno State College, was commissioned to study this problem and make recommendations for inclusion with other project recommendations in the Educational Master Plan. Among his qualifications to provide expert counsel were his past service as planning director for Fresno County and his intimate knowledge of metropolitan area general development plans, more detailed community area development plans, demographic data, traffic data, and the planning staffs of agencies concerned.

His target was to project additional school site needs beyond the new construction program for the reasonable future, using as two constraints the existing planning dimensions of optimum school sizes and the 6-3-3 organizational plan.

It was recognized that simultaneous planning of other parts of the Educational Master Plan might produce recommendations which would tend to invalidate such site projections. For example, alternate school organization plans to the traditional 6-3-3 were under concentrated study. The imperative of time, however, required that some bases for projecting future site requirements be established prior to a complete definition of all related factors.

In the final analysis the project staff identified the feasibility and desirability of the following:

1. Additional space should be provided to house early childhood programs.
2. The feasibility of middle schools made it desirable to recommend shifting the school organization pattern to house 6th, 7th, and 8th grades together.
3. Sufficient rationale was developed for the separation of 9th grade students from this middle school with alternates for separate housing in four single grade schools or their incorporation into a four year high school plan.
4. Reduction of high school space needs by a combination of

work experience activities in the community and the part day assimilation of terminal technical training students into the community college.

5. The possible development of very small true neighborhood schools serving preschool, kindergarten and initial reading levels.

The project staff believes that the proposed plan for school site acquisition in this report will substantially retain its validity although the design factors and to some extent the school site sizes might have to be adjusted as implementation occurs in future years. Such adjustment should not be consequentially greater than the adjustment required for actual growth when compared with projected growth upon which such a plan is predicated. The difference in specifications for the site acquisition plan and other recommendations made for school organization patterns, however, should be clearly recognized by those charged with developing specific year-by-year implementation plans for school construction.

Mr. Tokmakian was also asked to review the existing boundaries for the school district, to recommend optional future boundaries and to identify factors associated with any change recommended. These data are included in the report. Reference is made also to project publication #34 Community Planning Process, and #35 Community Planning Register (see appendix) which supplement and relate to the recommendations of this report.

Edward E Hawkins

Edward E. Hawkins, Project Director

LONG RANGE SCHOOL SITE LOCATION PLAN

Phase Two
Interagency Planning for Urban Educational Needs

prepared for the Fresno City Unified School District
July 1969

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Preface

This report, written as part of Phase Two, Interagency Planning for Urban Educational Needs (Project Design), contains an analysis of the factors which must be considered in locating new school sites for the Fresno City Unified School District as well as the principles and standards related to community planning and school site location. Basic studies for this report are contained in the Phase One report, Urban Physical Factors by the same author. The present study makes recommendations for number and location of school sites for future needs to 1985. A recommendation is made for the location of the Fresno City Unified School District Administrative Center; and discussion is initiated on the school district boundary problems in West Fresno.

The author wishes to express his appreciation to the numerous local agencies and their staffs who assisted in the preparation of this report for their time and interest in providing the needed basic information.

Special acknowledgement should be given to two graduate students in Urban and Regional Planning at Fresno State College: to Mr. William Reynolds for his help in providing graphics for the report, and to Mr. Barry Rosenblatt, research assistant, who undertook a study of interjurisdictional problems related to school boundaries. His report is reproduced as an appendix.

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Introduction

No single system of the community infrastructure is more important to improving the city's environment and expanding human opportunities than the provision of high quality schools. This is a basic factor in establishing the desirability of any community for human life.

Policies and programs for the educational system of Fresno are determined, and to a large extent carried out, by an elected school board and administration apart from local city and county government. Consequently, a high degree of inter-jurisdictional cooperation is essential to ensure that optimum benefits will accrue to the citizenry.

Education is the fundamental tool by which individual capabilities are awakened and developed. Technological advances, generally, and more specifically as related to the transition of Fresno from an agricultural service center to a multi-function urban complex, are increasing the importance of education and the need for advanced, continuous learning and specialized skills.

In the final analysis, the quality of Fresno's public school system will depend greatly on the quality of the total community environment. An integrated school system will be achieved in the most satisfactory manner when Fresno's individual communities are made attractive and available to all kinds of families. Conversely, the schools are of great importance in achieving a city of full opportunities and stable, integrated neighborhoods.

Factors Affecting School Site Locations

The location and acquisition of elementary and secondary school sites is dependent on a number of factors, many of which are not within the jurisdiction of the school district. Within this broad category is the development of land and certain related services. In order to plan effectively for a system of school sites, it is first necessary to understand clearly the existing and future pattern of residential and non-residential land uses and the related circulation systems (streets and highways). Responsibility for comprehensive planning, including land use and circulation elements, in the area served by the Fresno City Unified School District is held by three local planning agencies: The City of Fresno, The County of Fresno and The City of Clovis.

Distribution of Major Non-residential Land (Map, p. 44x)

A picture of the residential land pattern begins to emerge with the identification of the major, regional-scale non-residential lands. The picture becomes significantly clearer with the recognition of public policies and plans related to these activities. The non-residential patterns are depicted on Map One which illustrates the major land use relationships in the Fresno-Clovis Metropolitan Area. As part of a statement of public policy related to future land development it should be an indication of where not to locate new schools, or where existing school service areas may be changing in the future due to nearby expansion of non-residential land uses.

Categories

Non-residential land uses affect the pattern of school sites significantly when certain categories become grouped to form large scale concentrations or when a single activity occupies a large block of land. Somewhat arbitrarily 80 acres can be considered as sufficiently large to disrupt and shift the service area and location of an elementary school.

Categories of non-residential activities which occupy land of sufficient area (a regional scale of 80 plus acres) to be considered disruptive are:

1) Industrial and commercial uses;
2) Institutional uses, such as Fresno State College, the Fairgrounds, Fresno Air Terminal, Chandler Field;
3) Open Spaces, such as cemeteries, golf courses and parks.

Obviously,the selection of 80 acres as a size of parcel affecting school location and service area is somewhat of a generalization; it should be apparent that the figure only serves to identify a scale in the context of metropolitan development. Specific situations require consideration of other conditions, such as the configuration of the non-residential land and its effect on access to the school site.

Existing Policies

Land use policy which identifies the location and distribution of non-residential land is expressed by the general plan for the Fresno-Clovis Metropolitan Area. The area-wide guidelines and relationships are delineated in substantially greater detail in the general plans for the communities of the metropolitan area (see Map 24, Needs Assessment report). As of this writing, seven such community planning projects have been completed for the metropolitan area. These include Roeding, College, Easton, Bullard, Friant, Clovis and West Fresno. At present, the City of Fresno Department of Planning and Inspection is working on the Fresno East (formerly Fairgrounds) Community; the Fresno County Planning Department expects to undertake the Sunnyside Community as its next effort. General plans for the remaining communities have not yet been developed. Of specific interest and relationship to the policies and programs of the Fresno City Unified School District are the North Fresno and McKinley

Communities; no land use policy or plan has been considered beyond preliminary studies for either planning area.

Although the lack of community level plans presents a number of difficulties in defining the edges of the major non-residential areas, the area-wide plan can be used to identify the major locations. In addition, in lieu of official policy as expressed through the general plan, each local planning agency is in a position to express an implied policy on the basis of actions taken by planning commissions and the legislative bodies in acting on matters on a day-to-day basis.

At this time there is no evidence to indicate any change in non-residential urban land use policy found in the Fresno-Clovis Metropolitan Area General Plan with one exception: along East Shaw Avenue between Blackstone and Cedar and between Chestnut and Clovis Avenue the vacant land is subject to pressures which may ultimately require an amendment to the area general plan.

An alternative to using land use plans to identify non-residential land is the zoning pattern. However, this is not recommended for several reasons. First, it is subject to change; a rural or residential zoning district in vacant or transitional areas can be changed to more intensive commercial or industrial classification. Usually this change is made when either development is imminent or an opportunity arises. Consequently, an examination of the zoning maps maintained by the local planning agencies will reveal a ragged and unclear pattern in many parts of the metropolitan area. The same can be said about existing land use patterns. Existing land use or zoning patterns do not reflect non-residential potential or probability. Consequently, in identifying school sites, greater reliance should be placed on the general plan than the factors noted above.

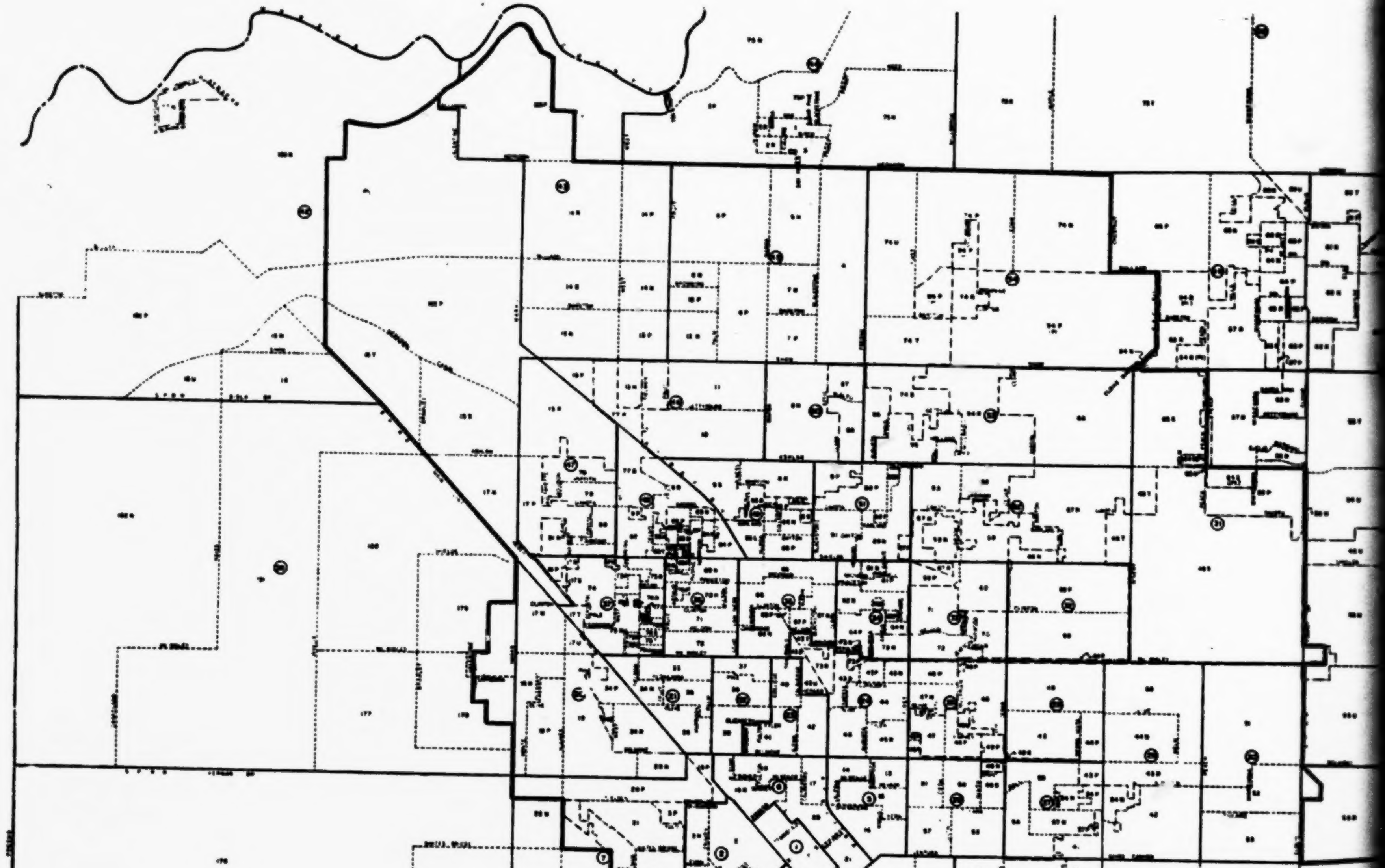
Population Distribution, Timing and Residential Development

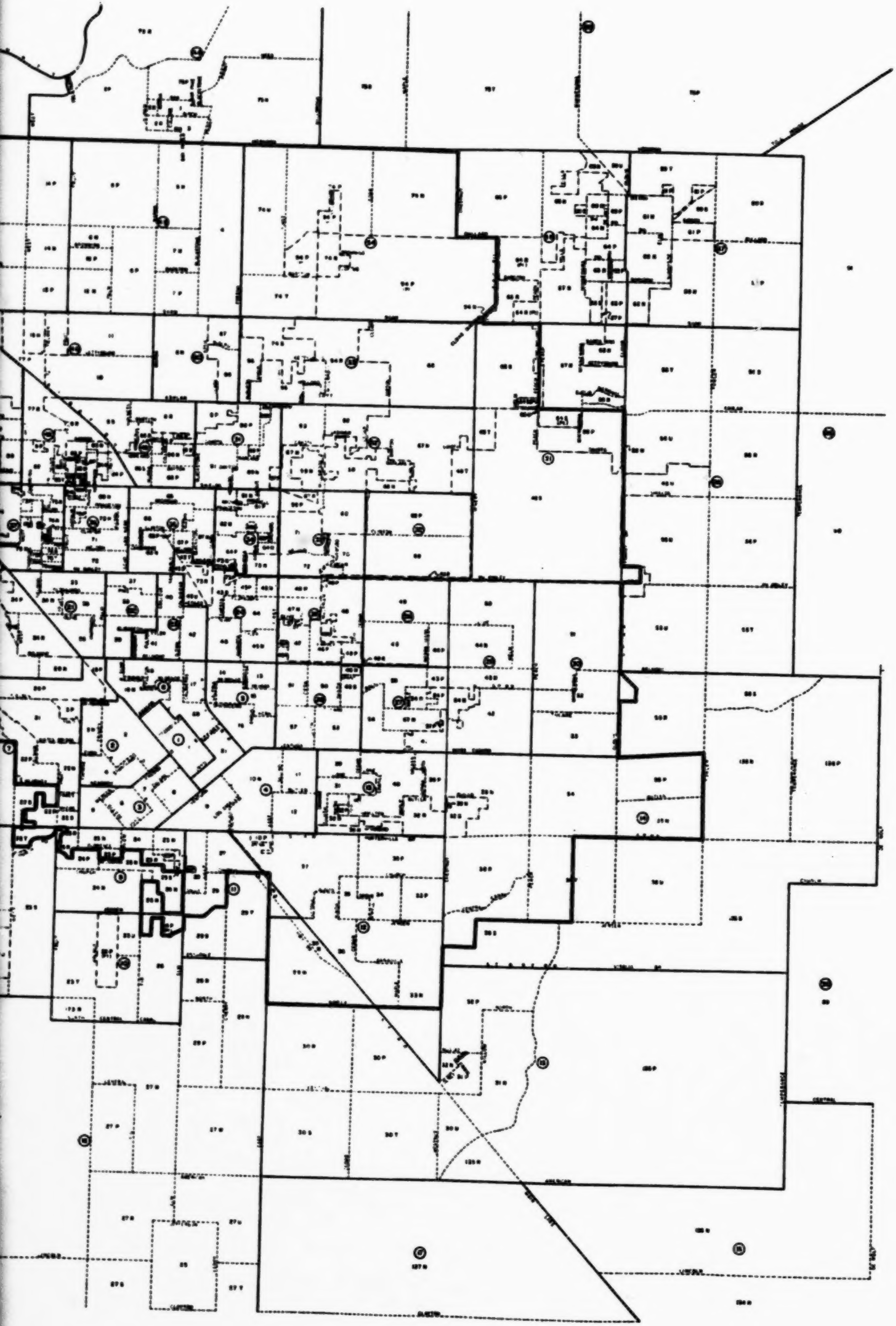
The demand for the distribution of the elementary and secondary schools of the Fresno City Unified School District will, to a great extent, depend upon the increase in population and its distribution.

Phase One report, Urban Physical Factors, provided information on the over-all growth of population for the Fresno-Clovis Metropolitan Area to 1985 along with an analysis of population, by census tracts, between 1960 and 1968. These forecasts were prepared originally as part of an intensive comprehensive planning program of the Fresno-Clovis Metropolitan Area completed in 1964. It was noted in the Phase One report that these forecasts, however, were optimistic and on the high side because migration factors were used as a basis for the projects, (p. 31x). These projections were made on the basis of community planning areas because at that time information on future population estimates were available in no greater detail.

However, since the Phase One report was finished data have been prepared by L. R. Loewenstein for the Fresno Metropolitan Sewer and Water Study which gives population estimates to 1985 by census tracts. These data are being used in the present study because it is possible to analyze future changes in greater detail and by smaller area than afforded by the community planning areas. The charts on the following pages tabulate these data. Location of the census tracts is shown on Map Two. Recognizing the difficulties inherent in any process concerned with the timing of development, it is reasonable to utilize these data to determine growth areas within the metropolitan area,and on this basis, determine a scale of priorities.

For the purposes of school site acquisition, obviously the impact of this procedure occurs in the suburban fringe where development is just beginning to occur or has not as yet started. A word of caution must be given, however; studies which provide estimates of sequential population change rather than for a "horizon" or target year require a large dose of professional judgment. Current trends of development, knowledge of potential change, land holding patterns,



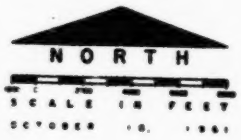


FRESNO-CLOVIS AREA

FRESNO COUNTY
PLANNING DEP'T

CENSUS TRACTS and ENUMERATION DISTRICTS

C.T. BOUNDARY	——
E.D. BOUNDARY	·······
CITY LIMITS	- - - -
C.T. NUMBER	●
E.D. NUMBER	


NORTH
SCALE IN FEET

OCTOBER 10, 1961

Chart One

POPULATION FORECASTS BY CENSUS TRACTS
Fresno City Unified School District

Census Tract	Population 1960	Population 1968	Estimated Population 1970	Estimated Population 1975	Estimated Population 1985	Numerical Change 1960--68	Numerical Change 1960--70	Numerical Change 1960--75	Numerical Change 1960--85	Percent Change 1960--68	Percent Change 1960--70	Percent Change 1960--75	Percent Change 1960--85
1	1,190	1,421	1,395	1,620	1,366	231	205	430	176	20%	17%	36%	15%
2	4,415	3,224	2,326	1,620	2,049	-1,191	-2,089	-2,805	-2,366	-27	-47	-63	-54
3	4,772	4,729	4,651	4,862	6,831	-43	-111	100	2,069	0	-3	18	43
4	4,762	4,241	4,186	3,781	4,782	-521	-576	-981	20	-11	-12	-21	0
5	4,809	4,574	4,651	4,862	4,862	-235	-158	53	53	-5	-3	1	1
6	6,214	5,664	5,581	4,862	4,782	-550	-633	-1,352	-1,432	-9	-10	-22	-23
7	4,317	4,403	4,586	4,821	5,699	86	169	504	1,218	2	6	12	32
9	5,443	6,035	7,512	8,022	10,215	592	2,069	2,579	4,772	11	38	47	88
11	4,173	3,738	3,721	3,781	3,416	-435	-452	-392	-657	-10	-11	-9	-18
12	5,750	6,124	6,047	6,482	6,833	374	297	732	1,083	7	5	13	19
13	7,458	8,969	8,903	8,803	9,328	1,511	1,445	1,345	1,870	20	19	18	25
14	3,785	6,867	8,572	13,884	15,713	3,082	4,787	10,099	11,928	81	126	270	315
20	3,292	3,786	4,186	4,862	4,186	494	894	1,570	894	15	27	48	27
21	5,052	4,787	4,651	6,321	7,515	-265	-401	1,269	2,463	-5	-8	25	49
22	3,691	3,585	3,256	3,241	4,782	-106	-435	-450	1,091	-3	-12	-12	30
23	3,885	3,836	3,721	4,781	6,149	-49	-164	896	2,264	-1	-4	23	58
24	5,625	5,407	5,116	6,862	8,881	-218	-509	1,237	3,256	-4	-9	22	58
25	6,149	6,902	7,442	8,103	10,079	753	1,293	1,954	3,930	12	21	32	64
26	6,053	6,273	6,047	5,942	6,247	220	-6	-111	194	4	0	-2	3
27	6,646	6,765	6,512	6,482	6,832	119	-134	-164	186	2	-2	-2	3
28	4,016	5,054	5,581	7,022	7,881	1,038	1,565	3,006	3,865	26	39	75	96
29	4,317	8,466	9,768	13,544	14,446	4,149	5,451	9,227	12,129	96	126	214	235
30	2,834	3,309	4,186	7,022	8,564	475	1,352	4,188	5,730	17	48	148	202
31	4,038	7,068	7,372	9,344	10,030	3,030	3,334	5,306	5,992	75	83	131	148
32	6.693	7,369	7,907	8.643	8,881	676	1,214	1,950	2,188	10	18	29	33
33	8,182	8,092	7,907	8,103	8,881	-90	-275	-79	699	-1	-3	-1	9
34	4,813	5,454	5,581	5,942	8,198	641	768	1,129	3,385	13	16	23	70
35	5,564	5,364	4,651	4,862	5,465	-200	-913	-702	-99	-4	-16	-13	-2
36	4,586	4,382	4,186	4,321	5,465	-204	-400	-265	879	-4	-9	-6	19
37	5,813	7,065	7,442	8,642	10,247	1,252	1,629	2,829	4,434	21	28	49	76
42	2,972	4,040	4,186	5,401	35,148	1,068	1,214	2,429	32,176	36	41	82	983
43	2,057	3,585	4,186	5,401	14,846	1,528	2,129	3,344	12,789	74	104	163	622
45	5,522	11,077	12,093	16,205	21,178	5,555	6,571	10,683	15,656	101	119	193	284
46	4,692	6,034	6,512	8,103	9,564	1,342	1,820	3,411	4,872	29	39	73	104
47	5,988	7,226	7,442	8,642	10,247	1,238	1,454	2,654	4,259	21	24	44	71
48	4,966	5,867	6,047	6,482	6,148	901	1,081	1,516	1,182	18	22	31	24
49	5,205	5,937	6,512	7,562	8,881	732	1,307	2,357	3,676	14	25	45	71
50	4,808	6,651	7,442	9,183	11,614	1,843	2,634	4,375	6,806	38	55	91	142
51	5,268	5,740	6,047	6,482	6,148	472	779	1,214	880	9	15	23	17
52	8,261	10,480	11,163	13,505	13,505	2,219	2,902	5,244	5,244	27	35	63	63
53	8,740	16,478	19,535	20,089	24,891	7,738	10,831	11,349	16,151	89	124	130	185
54	2,381	10,565	13,023	22,687	29,376	8,184	10,642	20,306	26,995	344	447	853	1,134

Source: 1960 population - U.S. Bureau of Census, 1960 Census of Population
1968 population - Fresno County Planning Department
1970, 1975, 1985 estimates of population - L. R. Loewenstein, Fresno Metropolitan Sewer and Water Study

local prejudices, etc. all are factors which weigh in a decision related to timing. Unforeseen changes can quickly render such conclusions obsolete.

The policies of local government in the Fresno-Clovis Metropolitan Area do not include a program for timing or channeling urban development; essentially, the timing and provision of public services and facilities is in reaction to private market demands. Public facilities are not used in a positive sense to channel expansion. To summarize then, estimates of population changes by census tracts over short periods of time are, at best, based on informed professional judgment and are not to be taken as a commitment by local government.

The usefulness of such a process, however, should not be discounted. The procedure is most relevant if a continuing (annual) system of analysis and forecast is maintained to monitor changes. Even under a casual or unsystematic procedure for re-evaluation the data can provide an excellent frame of reference for studying change.

Summary of Population Changes to 1985

1970

From 1960 to 1970 the most apparent change in population pattern is in the widespread decrease of population immediately surrounding the Central Business District (CBD) and in those close-in tracts to the north and east. In each case the decrease is less than 2000 persons per tract except in Tract 2 immediately west and a little north of the CBD. Losses in this tract are more than 2000 probably because of increasing industrial and commercial uses in that area.

Significant increases are apparent in the Sunnyside area on the east (Tracts 14 and 29) and in the north of Shaw area on both sides of Blackstone Avenue. Population increases in these areas are over 6,000 for each tract. The fastest growing tract was also in the north, Tract 53 (north of Ashlan, west of Cedar) which was nearly completely developed during this decade and gained over 10,000 population. Changes in other areas are not significant in terms of school sites.

1975

The population pattern by 1975 will continue to reflect explosive growth in the northern fringes with lesser expansion in the east. In Tracts 45 and 54 (east and west of Blackstone, north of Shaw) an additional 15,000 persons are expected between 1970 and 1975. Growth by then will have begun to push west of West Avenue into the area which is largely undeveloped now (Tract 42).

Some population increases can be expected by 1975 just beyond the fringe tracts of the CBD probably through apartment development. The tracts around the CBD and to their immediate east will still have a lower population than in 1960 but will have remained at 1970 levels. The one exception is Tract 3 in West Fresno which will probably add about 1,000 persons by 1975. Tract 9 immediately south of 3 will have an even larger increase, something over 2,000 persons.

The Sunnyside area will continue to grow but slightly less rapidly than the northern tracts. Tract 14 will add about 5,000 persons;most of this development will be north of California Avenue. Other fringe areas on the east will continue to grow significantly but less rapidly.

1985

By 1985 areas around the CBD will have stabilized at their 1970 or 1975 levels but the neighborhood around City College will probably decrease in population to a level below that of 1960.

Fresno City Unified School District areas of most rapid explosive growth from 1975 to 1985 are expected still to be in the northwest sector. Areas close to Blackstone north of Shaw will be growing rapidly but less so than before 1975. Growth west of West Avenue north of Shaw will have amounted to about 30,000 persons by 1985. No extensive growth is expected in the Sunnyside area after 1975 probably due to the decentralizing effect of 180 Freeway.

In summary it would seem, therefore, that the critical areas for providing school sites by 1975 will be north of Shaw both east and west of Blackstone Avenue (from FSC to West Avenue) and in the Sunnyside area. After 1975 the most critical area will still be north of Shaw and west of Blackstone and further west past West Avenue. School needs in other areas should be nearly at 1970 levels as far as plant facilities can be determined.

Analysis of Population Change by Communities - 1968 to 1985

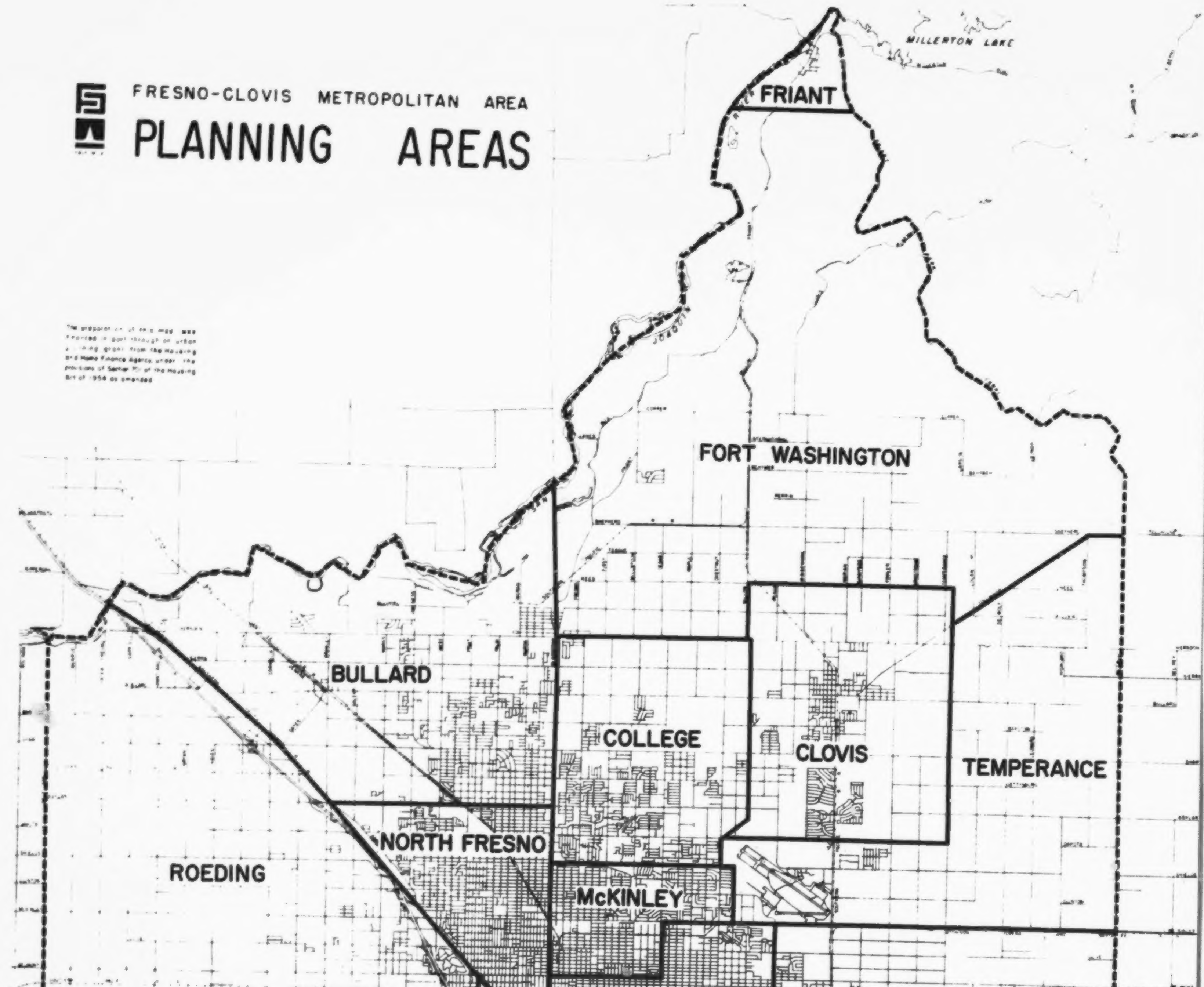
Fairgrounds (Fresno East). In the two northern tracts (26 and 27), which are immediately south of Belmont and west of Chestnut, population is relatively stable now and is not expected to show a significant increase before 1985. Tracts 12 (Calwa), 13 (around the Fairgrounds) can be expected to increase between 20 and 25 percent by 1985--a numerical gain of about 3,000 persons over 1960. The outermost Tracts 28 (north of Belmont, west of Chestnut) and 29 (north of Kings Canyon, west of Peach) are expected to continue to show a steady and significant population increase and will have at least 16,000 more persons in 1985 than 1960.

Sunnyside. Census Tract 30 (Peach to Clovis, Kings

FRESNO-CLOVIS METROPOLITAN AREA

PLANNING AREAS

The preparation of this map was financed in part through an urban planning grant from the Housing and Home Finance Agency, under the provisions of Section 701 of the Housing Act of 1954 as amended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CLOVIS
TEMPERANCE
NORTH FRESNO
ROEDING
McKINLEY
C.B.D.
FAIRGROUNDS
SUNNYSIDE
SOUTHWEST FRESNO
SOUTH FRESNO
PROJECT BOUNDARY
EASTON

14x

FILE J-9

Canyon to McKinley) will continue to grow steadily to 1985, increasing about 200 percent, or 5,700 persons over 1960. Census Tract 14 includes the vacant lands between the Fresno County Fairgrounds, Calwa and Sunnyside. Studies suggest that the most significant population change will occur between 1968 and 1975 when the tract population will more than double (from 6,867 to almost 14,000) About half of the tract lies outside the FCUSD and development timing is difficult to estimate. Logically, growth should occur first between Sunnyside and the Fairgrounds; the area is close to the CBD and access to the major employment centers in South Fresno is good. However, the recent rate of development in Tract 14 has been slow, compared to north and northeast parts of the Fresno-Clovis Metropolitan Area and caution is advised in predicting when development will occur, particularly south of the California Avenue alignment.

South Fresno. Immediately to the west of the Southern Pacific tracks Tract 11 will continue to lose population until 1975. By 1985 population will have begun to increase slightly so that there will be a numerical loss of about 650 persons in the total period since 1960 (18 percent decrease).

West Fresno (Southwest Fresno). Close to the CBD Tract 2 will continue to lose population until 1975 (about 63 percent below 1960). However, by 1985 the trend will have reversed itself so that population will be increasing slightly by then. The area will, however, have less than half of its 1960 population of 4,415 in 1985. The tract immediately south of 2, Tract 3, is losing small numbers of population currently. But there seems to be an upward trend beginning at this time (1968) which will gradually increase the population by about 2,000 persons by 1985 (43 percent). This increasing trend becomes more noticeable in Tract 9 (south of California, west of Elm) where population is expected to increase by 4,800 persons by 1985 (88 percent over 1960).

Increases in population in West Fresno can be attributed to projected Urban Renewal Plans (see Urban Physical Factors report, Phase I, Project Design).

Roeding. Census Tract 7 is split between West Fresno and Roeding and is increasing slightly over the long run by 32 percent of 1960 in 1985 (1,218 persons). There is a more significant increase taking place in Tract 20 (east of Marks from Belmont north). By 1975 there will be about 1,570 more persons here than in 1960 (48 percent). However, by 1985, population is anticipated to have dropped to 1970 levels.

North Fresno. Extending north of the CBD most tracts in this community have population losses between 1960 and 1970. Tracts 6, 21, 22, 23, 35 and 36 each lost less than 2,000 persons in this period. From 1970 to 1975 and after that to 1985 only Tract 6 will continue this declining trend as expansion of the CBD pushes commercial development in this area beyond its present limits. All other tracts in the community will show small increases after 1970. The area around City College (Tracts 34 and 35) will have a smaller population in 1985 than in 1960.

McKinley. The McKinley Community extends on the east of Blackstone north of Belmont. Those tracts closest to the CBD and near Blackstone Avenue (Tracts 23, 24 and 35) are experiencing some population loss at present but will have reversed the trend by 1975 and will gain a total of 4,400 persons by 1985. Beyond this ring Tracts 25 and 34 are expected to gain over 7,000 persons, between 64 and 70 percent, by 1985. However, in Tracts 32 and 33 (First, Winery, McKinley, Shields) there will be only a very moderate increase, (less than 1,000) probably because the area is completely developed now and is not likely to change significantly except for increasing family size as parts of the area house low income families and minority groups.

Clovis. The only area within the Fresno City Unified School District is Census Tract 31 (north of McKinley, east of Winery) which includes the Fresno Air Terminal. This area has been steadily building up and is expected to have increased about 148 percent of 1960 by 1985 to a total population of 10,030. Most of the increase will have occurred by 1975. Between 1970 and 1975 an additional 4,000 persons will have been added to this tract.

College. This is the fastest growing community in the Fresno City Unified School District at the present time and is expected to continue to be so until vacant land is absorbed. The only portion not expected to grow significantly is Census Tract 51 (Blackstone, First, Shields, Ashlan) where there is a small increase now since 1960 (about 10 to 15 percent). After 1975 population will decrease in this tract when the 41 Freeway will take some of the housing. Tract 51 will probably remain near its present level in the foreseeable future. North of Tract 51, however, there will be increasingly greater population additions as the area north and west of Fresno State College is developed. Tract 53 will increase by 185 percent over 1960 by 1985 to a total population of 24,891. Census Tract 54 will increase 1,134 percent over 1960 and will have an eventual population of over 29,000. The extensive vacant lands in the north half of this tract will be developed steadily between 1968 and 1985. However, more of the growth will come before 1975 than after.

Bullard. Growth here is at a moderate rate at present and will continue until 1985. Tracts 46 and 50 which are more nearly built up will increase by 104 percent and 146 percent to a total population of 12,600 by 1985. The two tracts on the edge of the developing area, Tracts 43 and 45, will experience greater increases - 622 percent and 284 percent over 1960, for a total 1985 population of 14,000 to 15,000 persons. Tract 42, presently rural with the exception of Herndon and Highway City, includes a 1968 population of 4,040 persons. Any significant change is not expected to occur in this tract until after 1975 when tract population can increase from about 5,400 to over 35,000.

Population Analysis by Elementary School Attendance Areas

In analyzing population by this breakdown, all of the present elementary school attendance areas have been used even though some schools (Rowell) are no longer used. Because some attendance areas take in portions of several census tracts it is not possible to give exact population figures. However, it is possible to analyze generally what is happening around each of the present elementary schools and what the future trends will be. In each case the portion of the various census tracts in the school area is given, i.e. NW$\frac{1}{4}$, CT 10 or the northwest quarter of Census Tract 10.

Addams. (N.4/5, CT 20) This school attendance area is wholly within Census Tract 20. The tract has grown by 15 percent since 1960 (1960 population - 3,292, 1968 - 3,787) and is expected to increase in population gradually until after 1975 (48 percent over 1960). After that time population will drop back to 1970 levels (4,186).

Aynesworth. ($E\frac{1}{2}$ CT 12, portion CT 14) There is considerable potential in this area although the major portion of growth in Tract 14 will occur to the east, outside of the FCUSD. Census Tract 14 has nearly doubled in population since 1960 and is expected to reach 315 percent above its 1960 population by 1985. Growth in Census Tract 12 will be slight, reaching only 19 percent over 1960 by 1985. Therefore, there is not expected to be a large population gain in this area.

Baird ($S\frac{1}{4}$ CT 45). Baird occupies a southern quarter of one of the most rapidly growing tracts in the metropolitan area. From 1960 to 1968 population increased in all of Tract 45 by 101 percent, principally in the Baird area. By 1985 increases of 228 percent over 1960 are expected. However, Baird is located in the section of the tract to be the first built up and growth will be largely to the north of it. There will be moderate growth, however, as the filling-in process continues.

Birney (W 1/6 CT 33, $NE\frac{1}{2}$ CT 34). This section of the city is almost completely built up and probably will grow mostly as the result of apartment construction which will not affect school population. The total population may increase by 70 percent over 1960 by 1985 but will add less than 4,000 persons.

Bullard ($NW\frac{1}{2}$ CT 50, $N\frac{1}{2}$ CT 46). These tracts are almost totally built up at present and population growth in the future will come in the form of apartment dwellers. There is some small area left for single family residential construction. The school is probably at its maximum population at present although total population increases from 100 to 140 over 1960 are expected by 1985.

Burroughs (NE 3/4 CT27, SW¼ CT29). Population growth was considerable between 1960 and 1968 in the eastern portion of Burroughs School area (Tract 29 increased 93 percent). The western portion has been relatively stable and will continue so until 1985. Population in Tract 29 is continuing to increase significantly although much more of it is occurring in the Easterby area to the east than in Burroughs.

Calwa (CT12). This area is growing very slowly. By 1985 it is expected to have perhaps 19 percent more population than in 1960 (1960 population - 5,750, 1985 - 6,833).

Carver (NE½ CT 9). This tract is increasing moderately and is expected to continue to do so until 1985, from a 1960 population of 5,443 to a 1985 population of 10,215 - an 88 percent increase.

Centennial (E 3/4 CT52). Growing significantly since 1960, this school area will continue to grow moderately until 1975 (1960 population - 8,261, 1975 - 13,505) when it will reach its maximum. A considerable amount of the growth will come from apartment construction.

Columbia (CT2, NW1/3 CT3). Between 1960 and 1968 there was a 27 percent decrease in population here. This decline is expected to continue until at least 1975 when there may again be a slight increase. The present population is estimated to be 3,224 in Tract 2. By 1985 it will be only 2,049, up from a 1975 low of 1,620. The Columbia School is also affected by Census Tract 3 which is declining but much less rapidly.

Dailey (N½ CT 36, E 1/3 CT 48). This area is very nearly stable and is not expected to change appreciably before 1985.

Del Mar (SE 1/6 CT 46, NE ½ CT 49, SW ¼ CT 50). There will be some moderate population increase to 1985 but it is not likely to affect school population because it will come from apartments. School population may be expected to remain the same or decrease slightly.

Easterby (SE ¼ CT 29, S ½ CT 30, part CT 14) There is room for considerable population increase in this portion of the FCUSD. It has been experienced already to a degree in the northwest area and can be expected to push eastward and south as city services become available. Tract 29 is expected to have an additional 235 percent population in 1985 than 1960 (numerically, 4,317 to 14,446). Similarly tract 30 is expected to increase by 202 percent over 1960 (2,834 population to 8,564) in 1985. It is likely to become a critical school area eventually. The portion of Census Tract 14 in the Easterby area will probably grow considerably in the area between the Fairgrounds and Sunnyside. The tract as a whole will more than double in population and this is the logical area for it to occur. However, growth in the Sunnyside area has not been as predictable as elsewhere so it is hard to be exact as to when and where this growth will occur. A 1967 study by the Fresno County Planning Department for school sites in Southeast Fresno estimated that in the area east of Peach there is a potential for another elementary school and a site on Butler east of Peach has been acquired by the FCUSD.

Emerson (W ½ CT 4, ½ CT 1, small part CT 5). At present Census Tract 4 is declining slowly, losing about one percent a year since 1960. There will be a greater population loss between 1970 and 1975 reflecting the freeway construction. By 1985 the area is expected to have returned to its 1960 level (4,782 population). Census Tract 1 is not expected to generate any school population; the small portion of Census Tract 5 will probably continue in the same pattern as Tract 4.

Ericson (E ½ CT 32). This area is subject to moderate population increases--about two percent a yearwhich will bring total population increase by 1985 to about 33 percent over 1960.

Ewing (S 1/3 CT 28, NE¼ CT 29). Population here has probably already reached its period of greatest expansion. It seems likely that population from now on will increase only slightly to 1985. The undeveloped portion of Census Tract 28 is largely in the Ericson district rather than Ewing. Some moderate increases may be expected to 1975.

Figarden (E ½ CT 42). This school is located in a largely undeveloped area which is growing moderately at the present--36 percent over 1960 by 1968. Growth here is not expected to explode much before 1975. However, by 1985, there will be 983 percent more persons than in 1960. (1960 - 2,972, 1985 - 35,148). Additional elementary schools are indicated.

Franklin (Portion CT 3, ½ CT 9, portion CT 7). Census Tract 3, declining slowly now, will begin to increase after 1970 and will be about 43 percent more populous in 1985 than in 1960 (4,729 in 1968, about one-third in Franklin area). Tract 9, growing at the rate of two percent a year presently, is expected to continue until 1985 when it will be 88 percent more populous than in 1960 (1960 population - 5,443, 1985 - 10,215). Tract 7 is almost stable at present and is expected to increase by 32 percent by 1985. (1960 population - 4,317, 1985 - 5,699).

Fremont (S 2/5 CT 37). There has been a population increase here of 21 percent between 1960 and 1968; there is only slight growth at present. By 1985 it will contain 76 percent more persons than in 1960, largely, however, in that portion of the tract outside of the Fremont area.

Gibson (SE ¼ CT 43, SW ½ CT 45). Both of these tracts are growing rapidly at present, between 75 and 100 percent increase between 1960 and 1968. Future growth will be even greater--Tract 43 to 622 percent, Tract 45 to 284 percent--by 1985, much of it by 1975. However, by far the greatest pressure will come north and west of the present Gibson area, although population increases in the Gibson area will be substantial and will increase the need for classrooms.

Heaton (SW ½ CT 35, S ½ CT 36). This area is losing population at present and is not expected to change before 1985. There will be fewer people here then than in 1960 by about two percent. The low point will be reached between 1970 and 1975 after which slight population gains will occur probably as a result of changing occupancy patterns in the older neighborhoods.

Holland (NE 1/3 CT 50, W 3/16 CT 53). Population has grown considerably here since 1960; 1968 population was 38 to 89 percent greater than 1960. But the surge has tapered off and some growth will continue to 1985, especially in the area around Holland as filling-in continues. The construction of the freeway will remove some houses after 1970 or 1975 and some growth will come from apartments. School population is not likely to increase significantly.

Homan (N 3/5 CT 37). Growing slowly at present, this area will continue to do so until 1985. Some apartment construction can be expected to boost total population. By 1985 there will be an increase of 75 percent over 1960.

Jackson (CT 26, SW corner CT 27). Population here has remained nearly constant and is expected to continue to do so. (1960 population - 6,053, 1985 - 6247).

Jefferson (CT 5). The Jefferson area has been losing population in recent years but by 1975 the loss will have stopped and the population will remain constant to 1985 (4,862).

Kirk (CT 11). Population here is decreasing slightly, about one percent a year at present. It is expected to continue to do so at about the same rate of decline. 1985 population will be down 18 percent from 1960 (1960 population - 4,173, 1985 - 3,782).

Kratt (NE ¼ CT 45). Largely undeveloped at present Census tract 45 can be expected to increase tremendously from 1970 to 1985. Development in this census tract up to now has been mostly south of Kratt, but after 1970 Kratt will take the brunt of the pressure. Population will have increased by 284 percent in the whole tract by 1985 over 1960 (1960 population - 5,522, 1985 - 21,178) largely in single family residences. The greatest increase in the Kratt area will probably occur by 1975.

Lafayette (SW ½ CT 34, NE 2/3 CT 35). The portion of this school attendance area in Tract 34 has been increasing in population gradually in recent years. 1970 is expected to be 16 percent over 1960. However, Tract 35 has been losing population gradually at the same time - 1970 will be 16 percent lower than 1960. The decreases stop with 1970 and a slow increase in this tract is then expected although total population in 1985 will be two percent under 1960. In Tract 34 total population in 1985 will be 70 percent above 1960. However, this increase may not affect school population appreciably because it may come in the form of multiple dwellings and not single family homes. Part of the increase may, however, be due to increased family size in lower income groups, thus total school population in this area will probably remain about what it is today.

Lane (E ½ CT 13). The population is fairly stable now but may be about 25 percent greater in 1985 than in 1960. Some of the pressures in Tract 14 to the east may affect the Lane School.

Lincoln (CT 3, CT 4). Lincoln draws its pupils from two adjoining tracts. They are losing population at the rate of about one percent a year at present. The loss is expected to stop in Tract 3 by about 1970 when population will begin to rise slightly there until by 1985 it will be 43 percent over 1960. Tract 4 will continue to lose population until 1975 when it will have fewer people than in 1960. By 1985, however, population will again equal 1960. The total population in these two tracts in 1968 was 8,970; by 1985 it will be 11, 613.

Lowell (CT 6). This census tract borders on the Central Business District and is losing population at present as commercial uses push outward. 1968 was nine percent under 1960 (1960 - 6,214 persons, 1968 - 5,664) and will continue to decline until 1975 at least when population will remain at that level until 1985.

Malloch (W 3/4 CT 43). Like Kratt, development is just beginning in this area. Population has increased 74 percent since 1960 and will continue to rise rapidly. After 1970 the really large increases will be felt in the Malloch School area. 1985 population will be 622 percent of 1960. (Estimated total population, 1985 - 14,846 in CT 43).

Manchester (S 2/3 CT 51, SW 1/8 CT 52). Population in this area is increasing only slightly at present, largely from apartments and will not increase school population by 1985. The construction of the freeway after 1970 will remove a considerable number of single family houses; with only apartment construction likely, school population will decrease further.

Mayfair (N ½ CT 25, S 1/3 CT 33). This area is growing only very slightly at present. Losses in some parts and gains in others will probably work to make it nearly stable to 1985.

Muir (E 2/3 CT 21, CT 22, SW ½ CT 23). There was a population loss of between three to five percent from 1960 to 1968 here and it is expected to continue decreasing through 1970. By 1975 moderate population increases are expected in parts of the area, about 24 percent over 1960, and by 1985 all of the area will have grown from 30 to 50 percent over 1960.

Norseman (W ½ CT 32, NW 1/3 CT 28). As housing fills in this area population increases of about two percent a year are currently common. This trend will continue and accelerate to 1985. By 1985 Tract 28 is estimated to grow 96 percent over 1960 (1960 population - 4,016, 1985 - 7,881) and Tract 32 by 33 percent (1960 - 6,693, 1985 - 8,881).

Powers (SW ½ CT 46). This tract has grown by 29 percent since 1960 and will continue a steady moderate growth to 1985. 1985 is expected to have a population increase of 104 percent above 1960 (1960 - 4,692, 1985 - 9,564).

Pyle(SE 1/6 CT 50, N 1/3 CT 51 , NW 1/8 CT 52). Like Manchester, there has been very slight growth here since 1960; 1968 population was between 10 and 30 percent greater. Some slight increases are expected to 1985, but after 1970 the school population may actually decrease because of the freeway construction and apartment development.

Robinson (E ¼ CT 45, NW ¼ CT 54). These tracts are the fastest growing section of the metropolitan area at present and growth is expected to be continuous and more dramatic in the future. The greatest impact will occur between 1970 and 1975. In Tract 54 between 1970 and 1975 there will be more people added than in the entire ten years following. By 1985 Tract 54 will contain 1,134 percent more people than in 1960 (1960 population - 2,381, 1985 - 29,687). In Tract 45 a 284 percent gain will bring population from 5,522 persons in 1960 to 21,178 persons in 1985.

Roeding (W 2/3 CT 48). From 1960 to 1968 this area increased by 18 percent. Only slight increases are expected to 1975 as the area is completely built up. After 1975 population will decline slightly to 1970 levels by 1985 (6,148 persons).

Rowell (S ½ CT 25). The tract of the former Rowell School grew only 12 percent between 1960 and 1968, principally in areas away from the school. The area of the school cannot be expected to increase in population by 1985 as it is bisected by one freeway and bordered by another with interchanges in the area.

Scandanavian (SE ¼ CT 52). The only portion of this district which can be expected to grow is along its southwest and western edges since the airport safety cone extends through the northeast corner. The freeway route cuts through the middle of this district so only moderate increases or none at all can be expected to 1985.

Teilman (NE ⅓ CT 7, S 1/5 CT 20). The built up area of Census Tract 7 and a small portion of Tract 20 contains most of the population in this district. The rest of the area contains many cemeteries. Tract 7 will increase only about 32 percent over 1960 by 1985. Growth generally will not be in the area of the present Teilman School.

Thomas (Central 1/3 CT 53). The Thomas School area has already experienced its period of greatest growth; filling-in will continue but will probably be in the form of apartments rather than single family residences. School population should begin to decline. The tract as a whole will grow by 185 percent over 1960 by 1985, but much of the growth will be outside the Thomas area.

Turner (N ½ CT 30, NE ¼ CT 29). Census Tract 30 has not been growing rapidly recently in the Turner School area because of its proximity to the Fresno Air Terminal; the potential for additional single family housing and any significant increase in school population is slight. The portion of Tract 29 in this district likewise is fairly well built up at present and not apt to increase tremendously. In addition the area stands to lose some homes with the construction of the freeway through the southern portion, although the timing of this is questionable.

Viking (N portion CT 31, part CT 53). The area is growing at a rate of about six percent a year at present and is expected to accelerate this growth in the future and to have a population in 1985 that will be 148 percent above 1960.

Vinland (E ½ CT 53). This area is increasing by six to eight percent a year currently and will increase 185 percent over 1960 by 1985 if present land use policies are carried out. School enrollments, however, should level off since little vacant land for single family or non-college student housing exists.

Webster (CT 24). This tract is losing population gradually at present; 1968 was down four percent from 1960

(1960 population - 5,625, 1968 - 5,407). This decline will continue until 1970 which will be down by nine percent from 1960. However, by 1975 population will have started to rise and will be 32 percent over 1960. By 1985 there will be an increase of 64 percent over 1960.

Wilson (NW 3/4 CT 47, S ¼ CT 42). Since 1960 this tract has been gaining moderately. 1968 showed a 21 percent increase over 1960. By 1975 this increase will reach 44 percent and by 1985 71 percent. Development will be single family homes for the most part.

Winchell (E ½ CT 4, W ½ CT 13). This area, tract 13, has gained about 20 percent in population since 1960 but is fairly stable now. The area seems apt to remain at its present population level for some time..

Wishon (NE ½ CT 33). There are small population losses in this tract at present; 1968 was down one percent from 1960. There is not expected to be much increase until 1985; 1985 may have nine percent more population than 1960.

Wolters (CT 54). This is the fastest growing area of the Fresno City Unified School District presently. With a 1960 population of 2,381 it reached 10,565 by 1968--a 219 percent increase. By 1970 estimated population will be 12,023, by 1975 - 22,687 and by 1985 - 29,376, an increase of 1,134 percent. Additional schools will be needed for this increase.

Accessibility

> An important principle underlying good school site selection is central location, easily accessible and convenient to the area from which the majority of the student population will be drawn.....School accessibility is usually measured in terms of the time it takes for students to get from home to school and the quality of the route environment. An elementary school requiring them to walk inordinate distances and to cross many busy thoroughfares, is a badly located school.[1]

The quality of route environment is also related to the physical characteristics of the trip to the school. Are children required to walk through or past congested industrial or commercial areas or cross railroad tracks? Have sidewalks been provided for students to use for their walk to school? Are streets adequately drained? Are students required to walk along heavily trafficked streets to gain access to school?

Two examples of schools that do not meet the test of a quality environment are Teilman and Lafayette. The latter is located adjacent Blackstone Avenue at the point where traffic reaches its highest volume in Fresno County. Teilman Elementary is situated in an industrial area; not only is access difficult, but children must pass through a non-residential environment to reach the school. Heaton and Ernie Pyle also will become subject to the negative effects of vehicular traffic as the freeway system is completed and as connecting arterials carry greater volumes of vehicles.

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[1] Schrader, J. C., "School Site Selection", ASPO Planning Advisory Service, Information Report No. 175, Aug. 1963, p. 7.

Unfortunately, as traffic increases on streets such as East Ashlan Avenue and West McKinley the residential character will begin to be replaced by other forms of land use and slowly the schools will begin to lose their locational relationships to housing.

Although these questions of accessibility may seem to be in the realm of common sense, they have been virtually ignored in many instances in the location of schools in the Fresno City Unified School District. The school district, of course, is not solely responsible for decisions affecting access, numerous agencies participate in the community development process. One technique to bring about or retain quality access is to ensure that the district is aware of and participates in all decisions related to this subject.

The circulation system of an urban area is closely linked to the use of land; to a great extent the patterns of land and the streets and highways that provide service are mutual determinants. The Phase One report discussed these relationships extensively as part of the description of the system that exists and is planned for the Fresno-Clovis Metropolitan Area.

The characteristic pattern of the residential grid created by the mile centered arterial system in most of the urban area gives Fresno its basic residential development module of the mile square neighborhood. This unit is divided into quarters by collector streets which are often difficult to distinguish from the arterials because of the four lane cross section and the consequent high traffic volume. (At present the ADT volume on Fresno , a collector, is 22,000; on First, an arterial, it is 21,000--both taken at Dakota).

One result of such an unclear functional hierarchy in the circulation system is that non-residential land uses begin to encroach into what should be neighborhood centers. Thus, prime locations for housing with short walk distances to schools are used by other land uses such as offices or institutional uses. Optimum design would place these activities on the perimeter of the neighborhood unit.

Other Factors

The community, as a system of inter-related parts, must be conceived initially as a whole in order to ensure optimum benefits to the consumer. A relationship between recreation facilities--neighborhood parks and community playgrounds--and school sites has long been recognized; the joint use of school grounds for recreation programs conducted by parks and recreation departments is also part of an established procedure.

An ideal neighborhood park and school relationship exists between Cary Park and the Holland School. Not only do the facilities enhance each other, but there is the additional advantage of shared off-street parking. Similar relationships can be achieved between community playgrounds and junior or senior high schools. Opportunities for sharing facilities should be deliberately sought although this is extremely difficult to accomplish when an agency is in the process of programming or staging the development of a school or park. The integration or joint-use principle needs to be introduced into a program prior to the beginning of project development.

The general plan stage, which identifies long range goals and inter-relationships does not lend itself to this more specific approach to public facility planning and timing..

Locational flexibility is less with other public facilities but should nevertheless be considered. These include flood control recharge facilities and public libraries. The joint use principle for drainage control and park-recreation use is well established in Fresno. Location, however, at the center of a neighborhood near or adjacent to a school site is difficult to accomplish because of the topographical and grade constraints. But often some flexibility exists and can be used to advantage. Ewing School and Carozza Park near Olive and Chestnut Avenues express this relationship.

With respect to library facilities, "the smallest unit is the community library which serves a minimum population of 25,000 residents. This means that for planning purposes, a public library should be provided at least for each community, as identified in the general plan for the Fresno-Clovis Metropolitan Area."[2] At present in this area community libraries are located in leased commercial space in suburban shopping centers or along commercial strips. The kind of library-park relationship which exists in Sanger, unfortunately, is infrequent; furthermore, a physical relationship between community playgrounds, library and secondary school does not exist at all in Fresno County.

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[2] Spangle, Wm. and Associates, San Joaquin Valley Library System, June 1966.

Principles and Standards Related to Community Planning and School Site Location

Certain principles and standards have been established over time, that guide the location and relationship of public schools to their environs. Although there has been lengthy and controversial discussion regarding the role and placement of schools in the community with respect to attempts to solve social problems, this district has established no educational policies which indicate a departure from existing site selection policy. The role of the physical planner, in dealing with school sites must work within the framework of the educational policies that guide school locations. It is on this premise that the following are outlined:

1. Elementary schools should be located to serve their neighborhoods, and bounded by arterial roads so that children do not cross such roads enroute to school.
2. Sites should be located near the centers of neighborhood service areas and adjacent to collector roads to provide vehicular access which does not conflict with residential uses.
3. Multiple use of school facilities should occur so that maximum utility of investment is approached. Elementary schools should be encouraged to function as the focus for neighborhood activities.
4. Off-street parking should be of adequate size to

minimize parking on residential streets. If located adjacent to other public facilities, off-street parking should be so integrated to serve more than one function.

An alternative set of principles which relate to the neighborhood concept are expressed in the following manner:

1. Major highways shall form the boundaries of the neighborhoods.
2. The size of the neighborhood shall coincide with the service area of an elementary school.
3. The elementary school shall be located near the center of the neighborhood.
4. A related group of neighborhood schools shall form the service area of the secondary schools.

High Schools

Senior high schools should be located at geographically determined intervals throughout the Fresno City Unified School District on sites served by the area-wide arterial, freeway and expressway system. Bus service is also essential and should be considered as part of a balanced transportation system.

In order to achieve district-wide integration and continuing education goals, each school may serve students from the entire district. In many respects the traditional service area concept will be minimized. Consequently, accessibility requirements must be studied carefully.

Extreme care must be taken to design local street systems in order to eliminate or at least minimize the impact of traffic on the adjacent neighborhood. For example, a serious neighborhood traffic problem exists on Princeton Avenue which serves the north side of McLane High School. In contrast, no conflicts exist at Hoover High between access points to the school and the local streets of the adjacent residential neighborhood.

Junior High Schools

Location principles for junior high schools also follow geographically determined intervals but do not require transportation facilities of as high an order. Arterial and collector street access and frontage is essential. Since these schools generate considerable traffic from outside their immediate environs, sites on the periphery of a neighborhood should be sought. But locations near the edge of residential areas (as illustrated by the school location map) should be avoided.

Although housing can be located adjacent to junior high schools, single family residential subdivisions require sensitive design in order to retain compatible relationships. Local streets and lot layouts should be designed to minimize congestive effects of foot and vehicular traffic. Vehicular ingress and egress to off-street parking should be so located that traffic is not tempted to use local streets. Playfields should be located away from single family housing if possible.

Standards Related to the Foregoing Principles

1. Site size (California Administrative Code)
   Elementary - 5 acres plus 1 acre per 100 pupils
   Junior High - 15 acres plus 1 acre per 100 pupils
   Senior High - 30 acres plus 1 acre per 100 pupils
2. Enrollment

	Grades	Optimum	Maximum
Elementary	K - 6	500 - 600	1,100
Junior High	7 - 9	1000 - 1200	1,500
Senior High	10 - 12	2000	3,000

3. Walk Zone (California Administrative Code)
   Elementary - half mile
   Secondary - two miles

As of this writing no findings or related policies pertaining to educational program needs or goals have been established that appear to call for a modification of the foregoing principles and standards. Curriculum changes and other adjustments in grade groupings can be accommodated with the basic hierarchy of secondary and elementary schools.

School Site Location Proposals

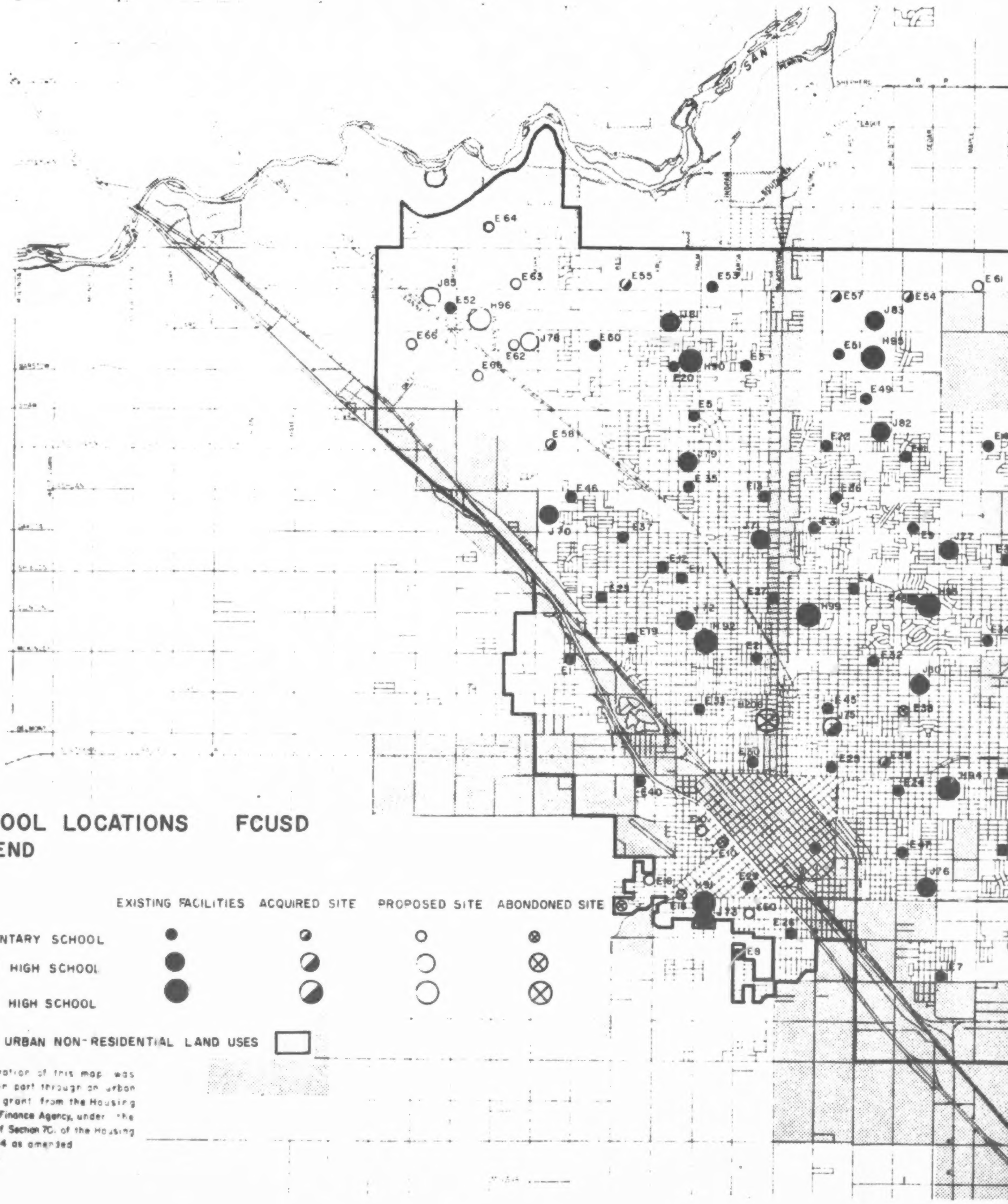
The accompanying map and table present both existing school sites and those proposed for future acquisition. The locations of proposed school sites which follow have been identified through a variety of methods:

1. Review of Fresno-Clovis Metropolitan Area general plans and community plans--Roeding, Bullard, College, West Fresno and Clovis.
2. Review of the West Fresno General Neighborhood Renewal Plan and Urban Renewal Plan as a refinement of the community plan.
3. Analysis of special school site study reports and preliminary community plan studies.
4. Independent judgment by the consultant in the case of site location conflicts or omissions.

In summary, the Fresno City Unified School District will require additional public school sites in the following numbers and categories, including new sites approved in 1968 bond issue package:

1. 10 - 11 elementary sites
2. Four junior high school sites
3. Two senior high school sites.

In addition to school sites approved within the framework of the 1968 district bond issue other sites are required because of the ultimate urbanization of the district.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SCHOOL LOCATIONS FCUSD

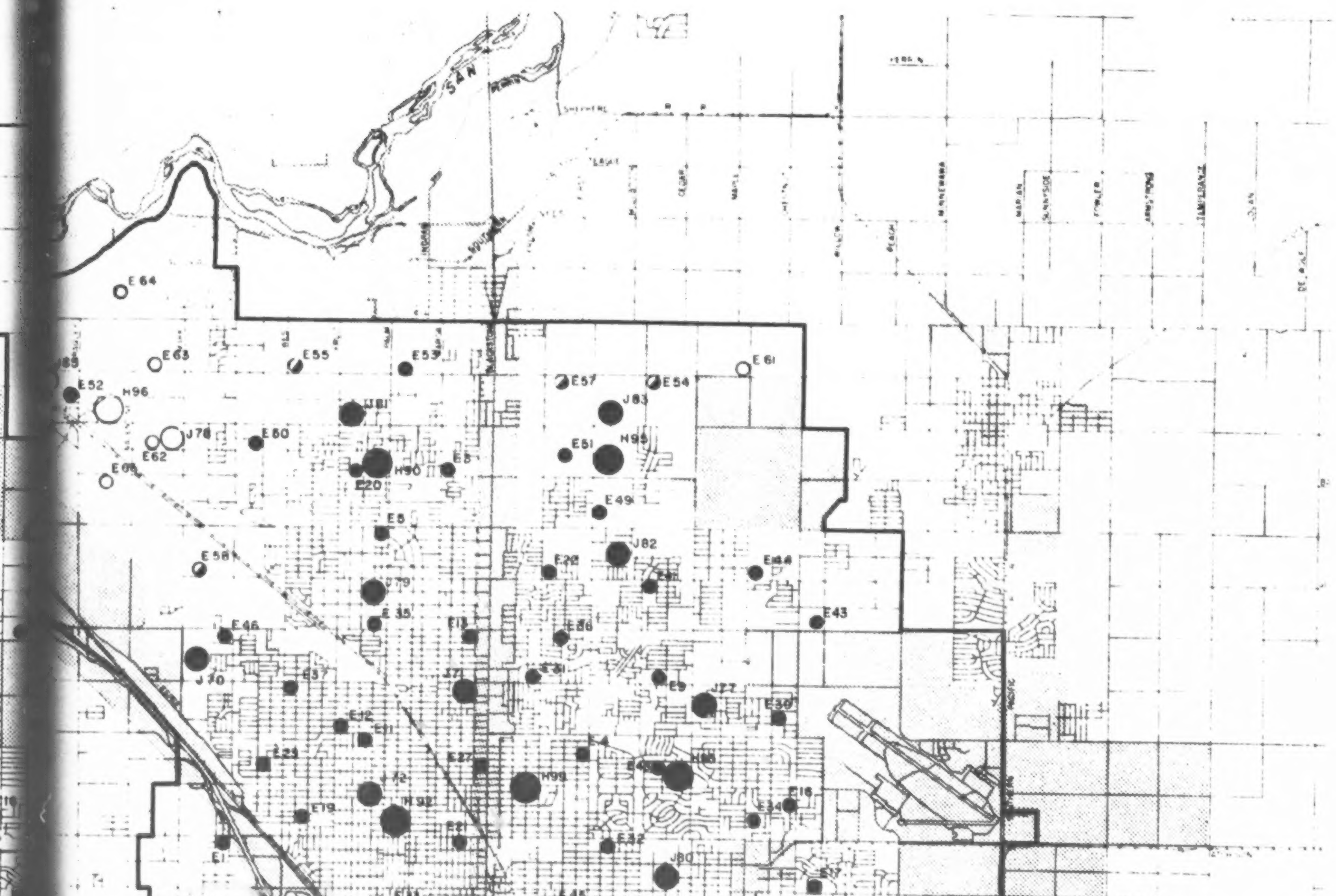
LEGEND

	EXISTING FACILITIES	ACQUIRED SITE	PROPOSED SITE	ABONDONED SITE
ELEMENTARY SCHOOL	●	◐	○	⊗
JUNIOR HIGH SCHOOL	●	◐	○	⊗
SENIOR HIGH SCHOOL	●	◐	○	⊗

MAJOR URBAN NON-RESIDENTIAL LAND USES ☐

The preparation of this map was financed in part through an urban planning grant from the Housing and Home Finance Agency, under the provisions of Section 70, of the Housing Act of 1954 as amended

JULY 1969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E29
J84
E2
E67
E8
E7
D SITE
A ONED SITE
ATCHISON

Chart Two

FRESNO CITY UNIFIED SCHOOL DISTRICT SCHOOL INDEX

Elementary Schools

1. Jane Addams
2. G. L. Aynesworth
3. Alice Birney
5. Bullard
6. John Burroughs
7. Calwa
8. Carver
9. Centennial
10. Columbia
11. Dailey
12. Dailey Annex
13. Del Mar
14. Easterby
15. Emerson
16. Ericson
17. Ewing
18. Franklin
19. John C. Fremont
20. Ruth Gibson
21. T. L. Heaton
22. W. B. Holland
23. Frank A. Homan
24. Jackson
25. Jefferson
26. Kirk
27. Lafayette
28. Frank M. Lane
29. Lincoln
30. Lowell
31. Manchester
32. Mayfair
33. John Muir
34. Norseman
35. Lucius Powers
36. Ernie Pyle
37. Roeding
38. Eaton
39. Scandinavian
40. Teilman
41. Frank W. Thomas
42. George W. Turner
43. Viking
44. Vinland
45. Webster
46. Woodrow Wilson
47. Winchell
48. A. G. Wishon
49. Wolters
50. Malloch
51. Robinson
52. Figarden
53. Edwin C. Kratt
54. Site (King)
55. Site
56. Site (McCardle)
57. Site
58. Site (Rowell)
59. Site
60. Site (model school, Saroyan)
61. Site (Sierra, Maple)
62. Site (Browning, Valentine, Marks)
63. Site (Sierra, Valentine, Marks)
64. Site (Valentine north of Herndon)
65. Site (Barstow, Brawley, Valentine)
66. Site (Bullard, Cornelia, Brawley)
67. Site (Church, Willow, Peach)

Junior High Schools

70. Wm. John Cooper
71. Ft. Miller
72. Alexander Hamilton
73. Annabel Irwin
74. Kings Canyon
75. Site (Tehipite)
76. Sequoia
77. Sierra
78. Site (Bullard, Marks, Valentine)
79. Wawona
80. Yosemite
81. Tenaya
82. Tioga
83. Ahwahnee
84. Site (Peach, California)
85. Site (Sierra, Brawley, Cornelia)

Senior High Schools

90. Bullard
91. Thomas A. Edison
92. Fresno
93. C. L. McLane
94. Theodore Roosevelt
95. H. Hoover
96. Site (Bullard, Brawley, Cornelia)
97. Site (Butler, Peach, Willow)

The proposed distribution of sites is consistent with the principles outlined in this report and essentially conforms to the current school location practices of the district. However, more significantly, the sites will accommodate the educational program recommendations of Project Design.

None of the local legislative bodies have made any declaration of policy regarding the timing of residential development and no steps have been taken to use the tool of coordinated public services and facilities to direct or lead urbanization. Unless this fundamental policy decision is made, the Fresno City Unified School District can only continue its present course, which is merely to anticipate the operation of the private market in the urban fringes by a relatively short lead time. This modus operandi makes it imperative that the district be continually provided with up-to-date information on potential and proposed urban development as well as all probable changes in general community planning policy. In addition,the district should strongly urge that steps necessary to ensure such information flow be taken, such as the establishment of an area-wide comprehensive data register.

Site Acquisition Program and Priorities

1. 1968 bond issue package and West Fresno urban renewal sites

   Elementary Schools

   1) Relocated Columbia site, West Fresno Community: E-10
   2) Relocated Franklin site, West Fresno Community: E-18
   3) New site, all-district "model" school (Saroyan), West Fresno Community: E-60
   4) Relocated Rowell site (Eaton), Fresno East Eommunity: E-38

   Junior High Schools

   1) Relocated Longfellow-Washington site (Tehipite), Fresno East Community: J-75
   2) Bullard Avenue between Marks and Valentine, Bullard Community: J-78
   3) Peach Avenue at California, because residential expansion in southeast Fresno cannot be reasonably predicted at this time, a low priority should be given to the acquisition of this site, Fresno East and Sunnyside Communities: J-84

2. 1970 Acquisition

   Elementary site

   College Community, Sierra-Maple Avenue: E-61

> Approximately one-half square mile bounded by Herndon, Chestnut, Sierra and Cedar Avenues is identified for future residential development. Although the Herndon Avenue frontage may urbanize slowly due to speculative interests, other property along the north side of Sierra Avenue is ideal for housing; the open space of the Fresno State College "farm" adds much to the attractiveness of the area. Although a school site is designated, close additional study is warranted to consider the alternative of bussing. In view of the limited development area, this possibility should be considered and a decision reached not later than 1970.

School sites which follow, located in the Bullard Community are necessary largely as a result of the Figarden elementary District annexation. The proposed site locations represent an adjustment from those identified in the Bullard Community General Plan adopted in July 1965, last revised by Fresno County in June 1968. The proposed sites also vary from the study of the Bullard Community prepared by the Fresno City Department of Planning and Inspection in 1969.

The proposed locations assume no further westward annexations; consequently, Bullard Community General Plan sites have been adjusted to fit into the limits of the existing FCUSD boundaries.

Sites have also been designated for the area assigned as "residential reserve" in the study conducted by the City staff in 1969.

3. 1970 - 1973 Acquisitions

   Elementary Schools

   1) Browning Avenue site between Valentine and Marks Avenue, Bullard Community: E-62
   2) Sierra Avenue site, between Valentine and Marks Avenue, Bullard Community: E-63

4. 1973 - 1975 Acquisition

   Elementary School

   Valentine Avenue site, north of Herndon Avenue, Bullard Community: E-64

5. 1975 - 1980 Acquisitions

   Elementary Schools

   1) Barstow Avenue site, between Brawley and Valentine Avenues, Bullard Community: E-65
   2) Bullard Avenue site, between Cornelia and Brawley Avenues, Bullard Community: E-66
   3) Church Avenue site, between Willow and Peach, Fresno East Community: E-67

   Junior High School

   Sierra Avenue site, between Brawley and Cornelia Avenues, Bullard Community: J-85

High Schools

1) Bullard Avenue site, between Brawley and Cornelia, Bullard Community: H-96
2) Butler Avenue site, between Willow and Peach, Fresno East and Sunnyside Communities: H-97

   The School Site Study: Southeast Fresno, prepared by the Fresno County Planning Department in May 1967 for the FCUSD included an assessment of high school needs requirements. The report found that urbanization in the Roosevelt High School service area could potentially generate more than 5,000 students in the 9 - 12 grades, double the present number. Several alternatives were provided to meet expected needs:

   a) Permit Roosevelt High School to become an oversize school. The school site would require expansion eastward across Barton Avenue.
   b) Acquire a site in the vicinity of Kings Canyon and Peach Avenues and divide the Roosevelt service area by a north-south line. Since few minority families reside east of Chestnut Avenue service boundary adjustments to include neighborhoods in the Aynesworth area or bussing would be necessary to achieve ethnic balance.
   c) A more racially heterogeneous mix of students

would occur by locating the high school site further south, possibly along Butler Avenue, between Willow and Peach Avenues. A service area line along Kings Canyon Avenue could be drawn and this new site would then receive students from the older, low income, close-in neighborhoods as well as from the upper income Sunnyside area. This recommended alternative is delineated on the accompanying site location map.

Although it has been noted that development in southeast Fresno is difficult to predict, the need for a second high school site in the present Roosevelt service area should arise in the 1975-1980 period. Possible modification of educational policy to include ninth grade students in the high schools could accelerate this timetable.

6. Sites to be abandoned

The elementary school site at California and West Avenues (E-56) is scheduled for abandonment since it no longer fulfills locational requirements.

District Administrative Center Location

The location of government buildings such as courthouses and agency administration centers are guided by various criteria; city-wide or regional service areas permit locational flexibility not available to activities rigidly bound to a definite, relatively small population service area. In Fresno, federal and state agency offices are scattered throughout the Fresno-Clovis Metropolitan Area. However, the policy of the City of Fresno strongly calls for the retention of government offices in the Civic Center. Traditionally and historically, this has been the site for such activities; only in recent years has the trend of decentralization and central city congestion tempted some agencies to seek suburban sites.

In many respects government offices are subject to locational pressures similar to those which affect the private sector. These forces, described by Charles Colby several decades ago, consist of two groups: those which are centrifugal in nature and impel functions to migrate from central areas of the urban area toward the periphery; and forces which are centripetal and hold certain functions to the central area and attract others to it. Centrifugal forces include a combination of uprooting impulses in the central area and the attractive qualities of the periphery. Centripetal forces, on the other hand, focus on the central area making this the center of attraction for the urban area.

Forces which tend to uproot activities from the central area include:

1) High land and property values,
2) Traffic congestion and transportation costs,
3) Difficulty in securing adequate space for expansion,
4) Special legal restrictions related to building and development.

Complementing these uprooting factors are certain attractive characteristics of the urban fringe or suburban area:

1) Availability of large land parcels at relatively low cost,
2) Good and easy access; minimum degree of traffic congestion,
3) A higher degree of building flexibility.

Centripetal forces, those which make the central area attractive, can be summarized as those which:

1) Identify with functional convenience of an area wide core which is the focal point for certain kinds of activities,
2) Identify with functional prestige, in which certain activities cluster in the core for purposes of status,
3) Are related to communication needs of similar activities.

These two sets of forces are constantly in conflict. In some cities, one set is clearly dominant; in others, the matter is uncertain and varies from time to time or affects types of activities differently. In Fresno, public policy and central area revitalization efforts are attempting to effect a balance between forces which decentralize the downtown functions and those which centralize. The Central Area Plan, conceived more than ten years ago, continues to be the official guideline for decision-making. The decentralizing forces discussed above are being off-set through the numerous programs now being put into effect by local and state agencies. For example, the freeway system, over the next ten years, will greatly improve access and reduce travel times to the central area; urban renewal projects can provide land at reasonable cost for both public and private building purposes.

With respect to government offices, county, state and federal governments in the past ten years each determined that their interests, as well as the city's, would be best served by remaining and building in the civic center. In contrast to the decentralization tendencies of private enterprise major government offices have tended to concentrate in the civic center. Their commitment to the area is well established. The offices of the Fresno City Unified School District have historically played an important role in stabilizing and strengthening this part of downtown Fresno. Its continuing contribution to the well-being of the Civic Center and the central area is essential.

There would appear to be definite advantages to the school district in being located in the civic center in addition to those above that relate strictly to community development and the integrity of the central area. The school district has an obligation to help maintain community objectives and long range goals but it becomes more palatable to do so when it is also in their own interest.

These reports for Project Design have recommended continually that there be close cooperation in goal setting and policy development between the school district and other agencies of local government. Such a program would be greatly facilitated by easy and frequent face-to-face contact between responsible administrators both formally and informally. This is infinitely easier to expedite when offices are physically located in close proximity.

The Fresno City Unified School District in its central administration must frequently deal with the same public that other governmental agencies do. As an example, the school draws from the same employee pool, essentially--particularly in non-credentialed positions--that all other major employers do. Job seekers are frequently referred from one agency to another. It is preferable, certainly, not to have to travel long distances to do so. A similar problem often exists in obtaining information that may be spread over several agencies. It is a matter of convenience to have the agencies close together.

In locating its administrative offices in the civic center the FCUSD can keep its interests separate from those of any individual community or sector of Fresno. It can serve the school district's educational interest in all sectors and not be involved in extraneous pressures as a major landowner (outside of school sites) in any particular one.

Finally, in its efforts to develop an integrated and racially balanced school system the administrative offices of the district should not be separated too far from the West Fresno and other close-in neighborhoods that it is attempting to integrate. Employment opportunities for the disadvantaged and the opportunity to participate in vital public debate needs to be made convenient for these people whose resources and exposure to the total community are less than average. It would seem extremely contradictory for the school administration to move even farther away from the area of its major problems. It would make a travesty of publicly stated policy.

In summary, it would seem that since Fresno as a community has made the choice to develop a coherent civic center, then the schools will lose their relationship to total community development and to the heart of its government that logically should be maintained. It is recommended that the administrative offices be located in the civic center area.

West Fresno School District Boundary Adjustments

Changes in the boundaries of the Fresno City Unified School District by annexation of county elementary school districts in West Fresno have been discussed and considered on a number of occasions. A glance at the FCUSD map gives the impression that existing boundaries are poorly matched with school facilities and population distribution. If the school site location principles outlined in this report are applied then certainly adjustments to the school district service area are necessary. However, the FCUSD is not only concerned with optimum service areas for its facilities but also with the nature and quality of education offered to area students.

The most recent and serious overtures for annexation in West Fresno have originated from the Fresno Colony Elementary District. The Orange Center and Madison Elementary School Districts, as part of the West Fresno Community, can also be logically considered, all or in part, for potential annexation.

As a step toward understanding the problems of boundary changes, Mr. Barry Rosenblatt, graduate student in the Fresno State College Department of Urban and Regional Planning undertook an assignment to study inherent physical and social consequences of existing and adjusted boundaries. The text of his report, included in the Appendix, is summarized below as it relates to Southwest and West Fresno.

The problem in Southwest Fresno involves particularly the area just outside of the school attendance areas of Edison, Irwin, and Carver Schools. Children here are often within a very short walking distance to the FCUSD yet are bussed up to seven miles to Washington Union and Fresno Colony schools. (Mr. Rosenblatt did not discuss the problem concerning Orange Center). He found that in these schools the students from the Fresno urban area were often subject to alienation from both the community and the school; parents as well as the students could not participate extensively in school activities, and, in addition, these same students were left out of the social life of the West Fresno Community. Implementation of the Model Cities and Redevelopment programs appear to be more difficult because of this division.

In 1972 the six elementary school districts served by the Washington Union High School District will consider unification (Fresno Colony, West Park, Orange Center, American Union, Pacific Union, Washington Colony). Of these districts only Fresno Colony, and a portion of Orange Center extend into the Fresno urban area. There appears to be some reluctance to include Fresno Colony in the unification proposal. However, whether it is annexed to FCUSD or unified with the others there is general agreement that the entire district should be dealt with as a whole and not divided between the two unified districts. There appears to be little economic gain or loss resulting from either action. It is recommended that before 1972 a feasibility study be undertaken on the effects of both unification and annexation on Fresno Colony District and on FCUSD and the new district to be unified.

In the case of the Sunset School the only portion of the Madison District that should be considered for annexation is the attendance area of that school itself. It is well located to serve this portion of the FCUSD. However, its predominantly Mexican-American population may not be enthusiastic for annexation and should be consulted. Again the problem should be studied and solved before unification efforts in 1972. Mr. Rosenblatt's study raises several questions about the economic and social issues that must be answered in such a study; and makes some suggestions for financing these studies.

It is apparent that annexation of the Fresno Colony District and the urbanizing portion of the Madison District would enlarge the immediate problem of de facto segregation faced by the FCUSD. In addition to a greater number of minority students who must be educated it is argued that the district would be faced with increased costs because of the general substandard physical character of the area. Since the

General Neighborhood Renewal Plan encompasses only limited areas of the Madison and Orange Colony Districts, immediate action through the Urban Renewal Program is not a prospect for upgrading those neighborhoods. However, as noted, the broader geographic coverage of the Model Cities Program includes much of these fringe districts.

The negative aspects of minimal property values generated by the residential neighborhoods must be weighed against the existing and potential assessments from the commercial and industrial areas between Elm Avenue and 99 Freeway and north of Whites Bridge Road. The FCUSD does not presently include extensive land capable of development for heavy industrial uses. It is possible, therefore, that low residential valuations will, over time, be offset by non-residential uses and development. Annexation of Fresno Colony and Madison lands should not be envisioned as only bringing in students but also extensive tax generating areas which do not require direct service from the district. This is a desirable balance and must be given weight in any consideration of annexation costs and benefits.

Other factors must also be considered. For example, can schools presently being considered for construction within the FCUSD be eliminated or relocated? The proposal to build an elementary school adjacent to the Neilson Park (Fruit Avenue between Kearney and California Avenues) is near the edge of the FCUSD boundary. If the Sunset School became part of the District this site might not be necessary.

To summarize, the Fresno City Unified School District must study and answer the questions of whether minority students in the West Fresno fringe can be integrated better into the community environment by annexation of their school districts or by unification with more rurally oriented districts; and whether the physical condition of the area is an insurmountable liability to annexation. Answers to these questions can only be found if we accept goals related to community betterment as being realistic, feasible and attainable. And it is within this context that the annexation question must be seriously studied.

Appendix

REPORT ON SCHOOL DISTRICT JURISDICTIONAL BOUNDARY PROBLEMS

By Barry Rosenblatt May 20, 1969

The purpose of this study was to examine areas along the boundaries of Fresno City Unified School District (FCUSD) where present or expected circumstances might call for inter-district consideration of boundary changes and to suggest alternative solutions to the problems. Five geographic areas were studied: north of Herndon Avenue, Tarpey, Sunnyside, Southwest Fresno and West Fresno. The following text reflects the analysis of these areas. In general it was found that the only situation warranting a more complete investigation and analysis of possible solutions was in the West and Southwest Fresno Area.

Area North of Herndon Avenue

Land lying north of Herndon Avenue and extending west of Pinedale to Hughes Avenue is presently within the jurisdiction of Clovis Unified School District. Now mostly vacant or agricultural, it is expected that this area will be built up as Fresno expands northwards in the next five to fifteen years. If a reservoir is created from the San Joaquin River, there will be a definite impact on the type of development and the socio-economic makeup of the area.

There has not been, nor is there to be expected, any consideration on the part of Clovis Unified School District to de-annex any of its present northern areas to the FCUSD. The Clovis District is unified according to Chapter 16 of the State Education Code. Chapter 16 states that a 10 percent vote from a district-wide election is necessary to bring about de-annexation procedings of any part of the district. It does not seem, therefore, that any changes in the present school district boundary along Herndon Avenue will be likely in the foreseeable future.

There is an agreement between the City of Fresno and the City of Clovis that the future north-south boundary between the two cities north of Herndon will run along North Willow Avenue at least as far as Sheppard Avenue. Therefore, educational needs will be met by a school district whose major interests can not always be expected to coincide with those of the Fresno City agencies which will be serving all other urban functions of that area. Persons living south of Herndon would be served by the City of Fresno as well as by the FCUSD. Those living north of Herndon Avenue would be served by two administrative units, one tied to the City of Fresno, the other to the City of Clovis and its more rural spheres of influence.

Consider the hypothetical situation wherein two schools, each in separate districts, are involved with a similar series of student disorders calling for a district-level decision concerning the necessity of asking for police intervention. Both districts would call for help from the same police authority as the two schools are in the jurisdiction of the same city; but if only one district decides to ask for police action, the police authority would be asked to give unequal implementation of the law. Other similar, indirect costs can be produced as a result of the administrative dualism which might occur as the City of Fresno expands northward into the jurisdiction of Clovis Unified School District.

Clovis expects to construct two elementary schools in addition to the present Fort Washington School, two middle schools and one high school in the north of Herndon area as development occurs. The three-quarter mile enrollment area for elementary, the one mile minimum for middle, and the two mile radius for high schools will be observed in accordance with state ADA reimbursement regulations.

It can be expected, therefore, that the two additional elementary schools will be located somewhere near Alluvial Avenue, with one situated near Maple and the other near Minnewawa. The middle schools to be placed about one mile north of Herndon would also have to be at least two miles on a straight line from the present C. Todd Clark school. The high school would most likely be situated near Chestnut and Teague to serve all of the northern expansion from Fresno, the westward expansion from Clovis and, at the same time, not cross into the service area of the new Clovis High School situated on Fowler just south of Bullard.

According to the administrative staff of the Clovis Unified School District, residents of Pinedale prefer going to Clovis High School where they feel more socially involved than they would be at Bullard High in the FCUSD. It seems likely, though, that future high school age children of Pinedale will attend the school to be sited near Chestnut and Teague.

The Tarpey Area

Looking at a map there seems to be no logical reason that any portion of this area should lie with the jurisdiction of either the City of Fresno or the FCUSD. The vast amounts of open space created by the airport area to the south of Tarpey act as a natural barrier cutting the area off from the rest of Fresno. This is not the case, though, since the area south of Ashlan, Ralph and Hammel Avenues and east of Minnewawa is served by the FCUSD. While the entire area is presently unincorporated, annexation agreements between Fresno and Clovis would result in the community being divided by a jurisdictional line running east along Ashlan Avenue. These boundary lines split what should be considered a single neighborhood.

Tarpey Elementary School in the Clovis Unified School District is about 3/4 mile from students living south of Ashlan and east of Minnewawa Avenues. These same students, however, are bussed about two miles west to the Viking School in the FCUSD, at Winery and Ashlan. The objective of the research concerning the Tarpey area was to determine why there was such a seemingly illogical administrative situation in the first place and, secondly, to analyze the possibilities for change.

Historically, Ashlan Avenue formed the northern boundary east of the airport of the Scandinavian School District. In 1961 the residents of the district decided, by a split vote, to annex to the Fresno City Unified School District rather than to unify with Clovis. Some of those in the Tarpey section of the old Scandinavian District preferred to unify with Clovis, but went along with the district-wide decision rather than have to leave the Viking School.

Today, eight years later and after a number of changes in home ownership in the Tarpey Area, it is an accepted fact by the residents south of Ashlan Avenue that they belong within the jurisdiction of the Fresno City Unified School District. The parents in the area also show a marked interest in remaining in control of the Viking School. It is the opinion of the administrative staff at Viking that the south Tarpey parents evidence an unwillingness to accept the extension of the school's service to the new developments occurring north of

Winery between Ashlan and Shaw. They would prefer that the new subdivisions be annexed to the Clovis Unified School District so that the Viking School will remain theirs.

At present there are 230 students registered at the Viking School who reside in the Tarpey area south of Ashlan Avenue. By comparison, the Tarpey School at Gettysburg and Minnewawa has 28 students enrolled on an inter-district transfer from the FCUSD, sixteen of who reside south of Ashlan in the Tarpey area. Most of the student transfers have had previous attendance at the Tarpey School and the reason given in the majority of cases, either is that the school is more convenient or that it is within the area of the parent's employ.

Neither the principals of the two elementary schools nor the administrative staff of the Clovis Unified School District know of any vocal group of parents expressing a general desire to change the school district boundaries. In the meantime, transfers into the Tarpey School are being granted on an individual basis.

The area south of Gettysburg and west of Minnewawa is soon to be developed with single-family and multi-family units. It is within the jurisdiction of the Clovis School District. As the Tarpey School is already working at full capacity, Clovis intends to locate a new elementary school to serve the expected growth in that area. If the south Tarpey area were to annex to the Clovis district the new school would be situated near Ashlan and Gettysburg to serve both Tarpey and the new subdivision. Once the school is constructed without the previous annexation of the south Tarpey area there will be no way for the south Tarpey area to be annexed to the Clovis district in the future.

Were there a community desire to change the district lines, the next basic question would be: Is the FCUSD willing to de-annex the section along with the federal and state lands bordering it on the south? It has been indicated by the administration of Clovis Unified that they would be unwilling to take the financial responsibility for the residential area south of Ashlan Avenue without also being permitted to take advantage of the potential valuation of the airport-oriented industrial development which is expected to occur on the presently unassessed lands bordering it on the south. It seems unlikely that the Fresno City School District would ever de-annex the airport area from its jurisdiction; therefore, questions concerning the possibility of south Tarpey going to Clovis seem to be at an end. Future incorporation of south Tarpey into the City of Fresno, the unwillingness of the parents to leave the Viking School, the construction of a new school west of Minnewawa, and the FCUSD's policy concerning the airport area all mitigate against any school district boundary changes.

Sunnyside

In 1961 the residents of Sunnyside were given the choice of annexing to the Fresno City Unified School District or unifying with the newly formed Clovis District. After approximately six months of going it alone, the Sunnyside area east to Fowler Avenue annexed to the FCUSD. Rather than locate an elementary school within the residential area itself, it was decided to transport the children to Easterby school at Peach and Tulare, and to the Lane school at Butler and Chestnut. Sunnyside is also served by Kings Canyon Junior High at Tulare and Helm, and by Roosevelt High School at Cedar and Tulare Avenues.

All of the schools serving the needs of the Sunnyside area are of considerable distance from the residential area itself. In the case of Roosevelt High School, the demographic composition of its enrollment area has changed considerably since 1961 and students coming from the upper economic bracket common in Sunnyside are a minority at that school.

According to the Fresno-Clovis Metropolitan Plan studies, eastward expansion of the Fresno urban area can be expected to occur to De Wolf Avenue. The plan itself recommends the construction of various elementary and middle schools to serve the area of expected development as well as a high school at California and Armstrong Avenues. If a high school were constructed as recommended in the plan, it could be expected that future residents of the Sunnyside Area might wish to annex to Sanger Unified District so as to be part of the new high school's enrollment area. They would also be able to use the more convenient John Wash School now within the Sanger District at Lane and Burgan.

However, the Fresno-Clovis Metropolitan Area Plan was re-written between 1963 and 1965 and the formation of Sanger Unified School District took place in the middle of 1965 after the preparation of the metropolitan plan. Therefore, the suggestions for school locations given in the plan were not made with any prior discussion with the school district now having jurisdiction in the area east of Fowler Avenue. At present, it is the policy of the Sanger Unified District to take into consideration the northward and westward future expansion of the City of Sanger as well as the eastward expansion of the Fresno Metropolitan Area in the long-range siting of a high school east of Fowler Avenue. This would most likely have the effect of constructing the high school in question more in reference to the City of Sanger than to the City of Fresno, and would, therefore, not be convenient to the west of Fowler Sunnyside residents, and would not serve their urban oriented interest as well as Roosevelt High School.

In conclusion, it doesn't seem likely that any long-range policies are needed to cope with any possible future community desire among Sunnyside residents to de-annex from the Fresno City Unified School District. The administration of Sanger Unified District has expressed its intention of serving all future educational needs of any population influx in its jurisdiction east of Fowler Avenue. In addition, as Clovis Unified School District intends to retain its district boundary along Kings Canyon Road east of Clovis Avenue, it can be safely assumed, other things remaining as expected, that the eastern school district boundaries south of the Fresno Air Terminal will not change in the foreseeable future.

Southwest Fresno

Until 1958, legislation regulating school district annexation procedings permitted the Fresno City Unified School District to expand southwards and westwards coincident with urban expansion and subsequent incorporation to the City of Fresno. In southwest Fresno, the city school district's growth extended down into the former jurisdiction of Washington Union but, in most cases, did not follow a quarter-mile or half-mile grid pattern. Since 1958, development has continued to the south and west beyond the boundaries of the school district. As Edison High, Irwin Junior High and Carver Elementary Schools were located very near the original southerly border of the city district, the result has been that post-1958 residents living within walking distance from these schools from a southerly direction have been forced to attend the more rurally-oriented schools of Fresno Colony Elementary and Washington Union High School districts. This has been, and is now, an unfortunate situation both for the residents themselves as well as for the agencies and governments having programs for total community uplift of southwest Fresno.

Students living north of Jensen Avenue and within the jurisdiction of Fresno Colony District must travel up to seven miles south to Easton to attend Washington Union High School. Their parents have virtually no participation in the school's affairs and students, outside of sports programs, participate very little in the school's extracurricular programs. There is evidence of discriminatory behavior towards the Black students from southwest Fresno although it apparently is not as bad as it was a few years ago.

The next year in which an election can be called for unification of the six southern districts (West Park, Orange Center, American Union, Pacific Union, Washington Colony and Fresno Colony) will be in 1972. Of these districts only Fresno Colony is urban-oriented and has a majority non-white population. Its valuation at $5,623 per ADA in 1967 placed it number four ahead of only West Park and Orange Center. In 1958 a study by Washington Union found that the Fresno Colony lands north of Church Avenue had too high a valuation to make it economically feasible to de-annex them to FCUSD; today, however, there would be no monetary loss to Washington Union if the whole of Fresno Colony were annexed to FCUSD. The administration of Fresno Colony indicates that they are not wanted for inclusion in a newly formed unified district. This is denied, however, at Washington Union.

There are indications from the administrative offices of the City of Fresno that within the next few years incorporation will take place west of Fig Avenue into the Walnut Gardens area. This will have the effect of having all of the present Fresno Colony District within the jurisdiction of the City of Fresno. One of the major advantages to the residents of the southwest Fresno area to be annexed to the city will be unification of services--police , fire, parks and recreation, roads and other facilities--under one authority. The concept that more economy as well as effectiveness is gained through cooperative unification of administrative systems is a geographic area would suggest that more consistent city school-and city boundaries might be advantageous to all concerned.

The administrations of both Fresno Colony and Washington Union would like to see the entire Fresno Colony District go one way or the other rather than have it split up. Fresno Colony District now has the facilities to serve K-8 needs of all residents of its district. To cut the district up would result in the uneconomical, less than full capacity, use of the school plants as well as the need for construction of unnecessary additional facilities. The administrative staff of Model Cities would like to see a program which would first deal with the high school situation which has much more social impact on the southwest community as a whole. A later follow-up would then be made of bringing the elementary grades of Fresno Colony into the Fresno City Unified School District. The Redevelopment Agency, Parks and Recreation Department, West Fresno Federation, City of Fresno, as well as Fresno County Schools administration support the first concept of dealing with Fresno Colony as a whole.

Observations of resident support for changes in the school district boundaries in southwest Fresno indicate that there is a lack of active interest at present concerning the possibilities of annexation. The emphasis now is on Model Cities, the Redevelopment program and the organization of community center activities (the Federation). It can be expected, though, to be a hotter issue when the six southern school districts begin to consider, in 1972, whether to form a unified school district.

The possibility of better coordination with other agencies having programs in southwest Fresno should also be considered with the annexation question. The Cecil B. Hinton Community Center is located at Church and Fairview and, ideally, is there for all residents of its geographic service area. Washington Union students, while living within walking distance of the center, do not participate in its programs equally with those students attending Edison High. Indicative of the division within the geographic community is the local terminology of city folk for those attending Fresno City schools and country folk for those attending Fresno Colony and Washington Union Schools.

The North Avenue Community Center is now located at North Avenue near Elm. Residents within its service area all are within the jurisdiction of Fresno Colony District (some also are in Orange Center District). Students living south of Jensen and north of Annadale are located half-way between the North Avenue and the Hinton Centers and do not participate fully in the programs of either one. Plans agreed upon between Model Cities, Parks and Recreation, Fresno Colony, the city Public Works Department, Redevelopment Agency and the West Fresno Federation will help to alleviate this problem by relocating the North Avenue Center at Annadale and South Clara. It will be a joint facility with the Fresno Colony School, and extension of South Clara Avenue between George and Annadale will permit more students living south of Jensen to utilize the facility. This is truly an example of interagency coordination and cooperation toward the objective of southwest Fresno community unification.

A feasibility study should be carried out to determine both the degree of necessity as well as possibility of annexing the Fresno Colony District to the FCUSD. In general, questions pertaining to the possible annexation of Fresno Colony should be considered along with the FCUSD's decisions dealing with:

1. The GNRP proposed school sites and construction,
2. The city-wide program for ending de-facto segregation in the schools,
3. The application for State funds in 1971,
4. Relations with the City of Fresno's annexation policies in Southwest Fresno.

West Fresno

The western boundary of the FCUSD south of Chandler Airport runs down Teilman Avenue, with a small section between Valencia Avenue (up to 1100 block west) and Woodward Avenue (up to 1100 block west, even numbers only). Those living west of this line are in the Madison District and attend the Sunset School (K-6), Madison School (K-8) and Central Union High School (9-12). The Sunset School has an enrollment, as of October 1968, of 225 students with the following ethnicity: 15 Black, 1 Oriental, 196 Mexican-American (91.6%). The Madison School is 72.3% Mexican-American.

When it was decided by the GNRA that Sunset Gardens would not be a first year target area, the residents of the community approached the Fresno Conservation Agency to make a housing study. This resulted in a large number of demolitions of unsafe homes in the area on both sides of the school district boundary with more in prospect. In 1968, 60 students were lost from Sunset School's enrollment; 25 more are expected to leave by the next school year.

The majority of residents living within the Fresno City School District between Teilman and Fruit north of California are Mexican-American. In 1961, it was discovered that 100 students from this area were attending Sunset School without inter-district transfers; they were subsequently sent back to the FCUSD. In October of 1968, because of the large number of students who had left the school following the demolition program, 57 inter-district transfers were accepted at the school. There are two basic reasons, according to the administrative staff of Madison, why the residents east of Teilman wish to attend the schools in Madison District: 1. normally they must attend Franklin school which, for many, is too far to walk; and 2. Franklin Elementary, Irwin Junior High and Edison High School are mostly Black. The Mexican-Americans asking for inter-district transfers show an unwillingness to send their children to these schools.

The board of the Madison District must make a decision whether to continue, in the next school year, the policy of permitting inter-district transfers to attend the Sunset School, or to decrease the school's staff and serve only those students living within the district. The transfers are arranged with the Fresno School District on a strictly ADA basis; Fresno retains ADA and AFDC counts for application of state and federal assistance. The administration of Madison District concurs that the Teilman-Valencia-Woodward boundary is arbitrary and illogical in that it divides what is essentially a single community. This same feeling has been expressed by the Redevelopment Agency and Model Cities as well as by the City of Fresno and the County Schools authorities, A number of alternatives are available to alleviate this situation:

1. Continue the status quo with inter-district transfers on an individual basis; or grant no more transfers.
2. Unification, in 1972, with Teague, Herndon, Biola, Houghton-Kearney and McKinley-Roosevelt districts, permanently cutting off the Sunset School enrollment area at Teilman Avenue.
3. Unification, as above, but with the annexation to the new district of Sunset Gardens from Teilman to Fruit. The administrative staff of Madison District state that Sunset School has the capacity of serving

approximately 100 additional students. This would permit service for the proposed annexed area plus the development expected to occur north of the school to Kearney Avenue. This would affect the proposed GNRP recommendations for the school site near Neilson Park and the relocation of Franklin School.

4. Annexation of the entire Sunset Gardens area, including the Sunset School, into the Fresno City Unified School District. By expansion of the Sunset site and facilities, it could handle the enrollment area of the proposed GNRA school on Fruit Avenue near Neilson Park. This would be of significant economy to the FCUSD as it would be unnecessary to construct a school at the North Fruit site. Studies should be carried out to determine the expected support of the Sunset residents to this concept with the additional promise that any school within the FCUSD would be open to them with the expected total open enrollment policy (thus they would not be attending predominantly Black schools).

Recommendations for a Feasibility Study Concerning Annexation to the FCUSD of Lands in Southwest and West Fresno

A. Economic effects of a single or multiple-district administration of education in West and Southwest Fresno

   1. The Model Cities Neighborhood takes in portions of six

school districts; most of it, though, is made up of Fresno Colony District and the southern portion of the FCUSD.

   a. What are the positive gains to the FCUSD of the Model Cities Program? What is it doing now and what are its projected goals and objectives?
   b. What is the effect, in terms of costs, of the Model Cities requirement that it deal on a multi-district basis to implement programs for its authorized community? Are there indirect, negative costs to the FCUSD?

2. Are there direct services provided by the FCUSD to non-district residents? How is the school district reimbursed for these?
3. What are the advantages to the city taxpayer in having city agencies deal with a single school district in West and Southwest Fresno?
4. What indirect benefits would accrue to the FCUSD in permitting the city to administer its municipal services on a single-district basis?
5. What effect would annexation of Fresno Colony District and the Sunset School portion of Madison District have on the GNRA proposals for future FCUSD site acquisitions and plant construction?
   a. What alternative service areas could be proposed

through a more equitable sharing of the Carver, Western and Fresno Colony schools?

b. Could expansion of the Sunset School obviate the need for the FCUSD to construct a new school on North Fruit adjacent to Neilson Park?

c. Could the Ivy School site be expanded to serve as a district-wide experimental agricultural instruction center?

d. Can the expected increase in land values due to the achievement of the GNRA proposals be taken into consideration at this early date? What benefit would there be to the FCUSD of inclusion of the industrial areas along Highway 99 which are now within Fresno Colony School District? Are there other potential industrial areas which would be included in the annexation of Fresno Colony as well as the Sunset service area?

B. Socio-political implications of a single or multi-district administration of education in West and Southwest Fresno

1. What are the effects of one's sense of "community identity" or sense of place in bussing a great number of the community's high school age children a great distance to a rurally-oriented school plant?

2. What is the effect of division between the FCUSD and Fresno Colony on the political unity of Southwest Fresno?

3. Effect on de-facto segregation in West and Southwest Fresno Schools. The long-range goal of the GNRA is the creation of a totally integrated residential area in the West and Southwest Fresno urban area. This goal is to be achieved through the development of physical as well as social and economic amenities attractive to a wide spectrum of home-buyer income brackets.
    a. Will the achievement of this goal provide a major solution to the existing racial imbalance in the schools in West and Southwest Fresno?
    b. Would annexation by the FCUSD to Hughes and North Avenues have a positive effect on the achievement of the GNRA goals and objectives; would annexation thereby have the long-run effect of substantially reducing, rather than aggravating, (as is popularly assumed) de facto segregation in the FCUSD school system?
4. What relation is there between the kind and level of education received by a child and the socio-cultural traits which he exhibits as he performs his role in his community?
    a. What effect does a student of Fresno Colony or Washington Union have on his counterpart from the FCUSD; or what cause-effect relation is there

between the FCUSD student and his friend who goes to Fresno Colony or Washington Union High?

b. If a connection can be made between the district's boundaries and cultural behavior in these two areas what effect is this having on the normal, daily routine of classroom instruction or on the FCUSD's educational objectives in general?

c. Is the FCUSD, because of its present boundaries, conflicting with other agencies and programs in West and Southwest Fresno having, as their objectives, the socio-cultural development of the Black and Mexican American communities?

C. Financing the cost of research into the feasibility of FCUSD annexation of Fresno Colony School District?

1. In 1972, or the next presidential election year, the six southern school districts (West Park, Fresno Colony, Orange Center, American Union, Washington Colony, and Pacific Union will consider anew whether to unify.
2. A complete and impartial study done by a private consultant firm which could indicate the best and most feasible future for Fresno Colony would be highly beneficial to the above mentioned districts before they actually begin considerations of unification.
3. The various questions posed in the foregoing two sections indicate that such a study would also benefit

the Fresno City Unified School District.

4. Would it be possible for the FCUSD administration to sound out the other concerned districts as to the possibility of a 7-way sharing of the costs for having a complete study carried out?
5. What financial assistance could be expected from the federal government (HEW)?

D. Financing the cost of studying the feasibility of FCUSD annexation of the Sunset Elementary School portion of the Madison School District
   1. The outlying districts now served by Central Union High School will also consider unification in 1972. But, as the proposed annexation would not change the status of the Madison School District as an independent political authority, arrangements for the study could be made between it and the FCUSD.
   2. As annexation would have such a direct bearing upon Model Cities Program as well as the GNRA, what possibilities might there be of asking these two agencies to share in the costs of carrying out a feasibility study? Could HUD funds be found for this purpose?

While very little active interest can be found now in West or Southwest Fresno as to needs or desires for FCUSD annexation, indications are that this will not be the case a few years from now. Activity in the two communities now centers around political unification of programs and groups as well as with the redevelopment program and other housing programs.

It will not be long, though, before realization becomes widespread of the incongruity of the school district boundaries with the goals of community unification and advancement. It should be emphasized how important it is for the FCUSD, through in-depth studies, to prepare definite and positive policies now for the day when it will be asked to act. Questions about annexation will be almost impossible to arbitrate with the rest of the total Fresno community without prior and complete understanding of the problem by the Fresno Unified School District.

PROJECT PUBLICATIONS

PHASE I — NEEDS ASSESSMENT

Staff Research Reports

1. Brainstorm — Needs Perceived by School Staff
2. Speak-Up — Needs Perceived by Community
3. Student Speak-Up — Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)

8.
9. Other County School Needs Survey Reports (EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

PROJECT PUBLICATIONS

PHASE II — MASTER PLAN DEVELOPMENT

29. Conclusions from Needs Assessment Publications
30. Summary — Fresno Educational Needs Assessment
31. The Process of Educational Planning
32. Mission Objectives
33. School Organization Patterns
    - The Educational Park
    - The Middle School
34. Interagency Educational Planning
    - Community Planning Process
35. Interagency Educational Planning
    - Community Planning Register
36. Long-Range School Site Location Plan

EDUCATIONAL MASTER PLAN

volume A	SUMMARY
volume B	CONFIGURATIONS: DESIGN FOR THE FUTURE
volume C	IMPLEMENTATION: PLANNED CHANGE